



WEST VIRGINIA SECRETARY OF STATE

MAC WARNER

ADMINISTRATIVE LAW DIVISION

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Office of West Virginia
Secretary Of State

NOTICE OF PUBLIC COMMENT PERIOD

AGENCY: Education TITLE-SERIES: 126-042

RULE TYPE: Legislative Exempt Amendment to Existing Rule: Yes Repeal of existing rule: No

RULE NAME: Assuring the Quality of Education: Regulations for Education Programs (Policy 2510)

CITE STATUTORY AUTHORITY: W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451, 376 S.E.2d 839 (1988); and, W. Va. Bd. of Educ. V. Bd. of Educ., 239 W. Va. 705, 806 S.E. 2d 136 (2017)

COMMENTS LIMITED TO:

Written

DATE OF PUBLIC HEARING:

LOCATION OF PUBLIC HEARING:

DATE WRITTEN COMMENT PERIOD ENDS: 01/24/2020 4:00 PM

COMMENTS MAY BE MAILED OR EMAILED TO:

NAME: Jan Barth, Ed.D. Assistant State Superintendent

ADDRESS: WVDE Division of Teaching and Learning, Capitol Bldg. 6, Room 215
1900 Kanawha Blvd., E, Charleston, WV 25305

EMAIL: jan.barth@k12.wv.us

PLEASE INDICATE IF THIS FILING INCLUDES:

RELEVANT FEDERAL STATUTES OR REGULATIONS: No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

INCORPORATED BY REFERENCE: No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

PROVIDE A BRIEF SUMMARY OF THE CONTENT OF THE RULE:

Policy 2510 guides PK-12 education.

SUMMARIZE IN A CLEAR AND CONCISE MANNER CONTENTS OF CHANGES IN THE RULE AND A STATEMENT OF CIRCUMSTANCES REQUIRING THE RULE:

Collaboration with stakeholders over the last 5-10 years have resulted in many changes. Current proposed changes bring that collaboration to the forefront by allowing counties more flexibility in scheduling and personalizing education for each student. The proposed changes assist in addressing the academic, career, and social and emotional needs of each student.

SUMMARIZE IN A CLEAR AND CONCISE MANNER THE OVERALL ECONOMIC IMPACT OF THE PROPOSED RULE:

A. ECONOMIC IMPACT ON REVENUES OF STATE GOVERNMENT:

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR42, Policy 2510, Assuring the Quality of Education: Regulations for Education Programs.

B. ECONOMIC IMPACT OF THE RULE ON THE STATE OR ITS RESIDENTS:

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR42, Policy 2510, Assuring the Quality of Education: Regulations for Education Programs.

C. FISCAL NOTE DETAIL:

Effect of Proposal	Fiscal Year		
	2019 Increase/Decrease (use "-")	2020 Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs and Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
2. Estimated Total Revenues	0	0	0

D. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR42, Policy 2510, Assuring the Quality of Education: Regulations for Education Programs.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENT IS TRUE AND CORRECT.

Yes

William C Burch -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

**Policy 2510, Assuring the Quality of Education: Regulations for Education Programs
Executive Summary**

**West Virginia Department of Education
Division of Teaching and Learning**

Policy Cycle: ☒ 30 Day Comment Period ☐ Adoption of Policy

Policy Process: ☐ Revision ☒ Repeal and Replace ☐ New ☐ Repeal

Introduction: Policy 2510, Assuring the Quality of Education: Regulations for Education Programs is a repeal and replace effort to reformatting/reorganize, address code changes, broaden flexibility, and definitions.

Background: Policy 2510 guides PK-12 education. Collaboration with stakeholders over the last 5-10 years have resulted in many changes. The current proposed changes bring that collaboration to the forefront by allowing counties more flexibility in scheduling and personalizing education for each student. The proposed changes assist in addressing the academic, career, and social and emotional needs of each student.

Proposed Changes:

- Addressed reformatting/reorganizing of policy (Added and/or deleted responsibilities at school, county, WVDE and WVBE sections per their responsibilities)
- Incorporated new code changes (for example, additions for an instructional materials policy)
- Broadened middle school career exploration to offer more flexibility
- Redefined high school course requirements to allow more flexibility to personalize student education
- Added definitions to address topics defined within the policy not previously defined or edited to be in compliance with other WVBE policies

Impact: The proposed policy's impact will be more flexibility to county level staff as they implement the policy, particularly at the 5.1 Section regarding Middle School Programming and the 6.1 Section regarding Grades 9 through 12 Standards-focused Curriculum and Graduation Requirements. Nothing in this policy would require secondary schedule changes for the upcoming school year; however, it will allow counties more flexibility in future years.

Action:

- ☒ Release for 30 day public comment
- ☐ Approved by WVBE with effective date of ____/____/2020

**Policy 2510, Assuring the Quality of Education: Regulations for Education Programs
List of Stakeholders**

West Virginia Department of Education

External Stakeholders

- Adam S. Riaz, High School Mathematics and Computer Science Teacher, Cabell County
- Allison Miller, Teacher - Grade 4, Roane County
- Blaine Hess, Superintendent, Jackson County
- Charles F. Hedrick, Superintendent/former Principal, Pendleton County
- Dale Lee, President WVEA, Mercer County
- Fred Albert, President, American Federation- Teachers
- Deanna Cunningham, Teacher - Kindergarten, Jackson County
- Diana Boston, Teacher-Grade 6 Science, Wood County
- Doug Cross, Director of Secondary Education, Putnam County
- Edna Meisel, Associate Professor, Mathematics Graduate Program Coordinator, Marshall University County
- Keri Farro, Higher Education Policy Commission
- Malati Reeve, Technology Integration Specialist, Raleigh County
- MaryJane Pope Albin, Superintendent, Wirt County
- Matthew Campbell, Assistant Professor of Mathematics Education, West Virginia University
- Melissa Ruddle, Assistant Superintendent for Curriculum and Instruction/former Principal, Kanawha County
- PE McClanahan, Principal, Putnam County
- Rachel DeHainaut, Teacher - Social Studies, Mason County
- Rosemary Jenkins, AFT-WV, Kanawha County
- Sandra DeVault, Associate Superintendent, Monongalia County
- Sara Ballengee, Health Teacher- Grades 6-8, Mercer County
- Scott Cochran, Superintendent/former Principal, Webster County
- Shirlene E. Groseclose, Spanish Teacher- 5th to 12th, WVVS Spanish teacher, Pocahontas County
- Chris Wuest, Parent
- Twyla Melton, Principal, Putnam County
- Walt Saunders, CIL leader, Ohio County
- Alice Ruhnke, Parent, Kanawha County
- James S. Hill, Parent, Kanawha County
- Janelle Sperry, Parent
- Jennifer Smith, Parent
- Kerry Drabish, Parent, Kanawha County
- Ponnie Sampson, Parent
- Rose Rossana, Parent, Harrison County
- Jeffrey P. Woofert, Superintendent, Barbour County
- Dr. Patrick Murphy, Superintendent, Berkeley County
- Jeff Huffman, Superintendent, Boone County
- Kathy Hypes, Superintendent, Braxton County
- Dr. Jeff Crook, Superintendent, Brooke County
- Ryan Saxe, Superintendent, Cabell County
- Kelli Whytsell, Superintendent Calhoun County
- Joe Paxton, Superintendent, Clay County
- Adam Cheeseman, Superintendent, Doddridge County

Policy 2510, Assuring the Quality of Education: Regulations for Education Programs
List of Stakeholders

- Terry George, Superintendent, Fayette County
- Patricia Lowther, Superintendent, Gilmer County
- Douglas Lambert, Superintendent Grant County
- Jeffrey Bryant, Superintendent, Greenbrier County
- Jeffrey Pancione, Superintendent, Hampshire County
- Dawn Petrovich, Superintendent, Hancock County
- Sheena VanMeter, Superintendent, Hardy County
- Mark Manchin, Superintendent, Hardy County
- Bondy Shay Gibson, Superintendent, Jefferson County
- Dr. Ronald Duerring, Superintendent, Kanawha County
- Dr. Robin Lewis, Superintendent, Lewis County
- Jeff Midkiff, Superintendent, Lincoln County
- Patricia Lucas, Superintendent, Logan County
- Randy Farley, Superintendent, Marion County
- Shelby Haines, Superintendent, Marshall County
- Jack Cullen, Superintendent, Mason County
- Carolyn Falin, Superintendent, McDowell County
- Dr. Deborah Akers, Superintendent, Mercer County
- Troy Ravenscroft, Superintendent, Mineral County
- Donald Spence, Superintendent, Mingo County
- Dr. Eddie Campbell, Jr., Superintendent, Monongalia County
- Joetta Basile, Superintendent, Monroe County
- Kristen Tuttle, Interim Superintendent, Morgan County
- Dr. Donna Burge-Tetrick, Superintendent, Nicholas County
- Dr. Kimberly Miller, Superintendent, Ohio County
- Charles Hedrick, Superintendent, Pendleton County
- Michael Wells, Superintendent, Pleasants County
- Terrance Beam, Superintendent, Pocahontas County
- Stephen Wotring, Superintendent, Preston County
- John Hudson, Superintendent, Putnam County
- C. David Price, Superintendent, Raleigh County
- Debbie Schmidlen, Superintendent, Randolph County
- James Brown, Superintendent, Ritchie County
- Dr. Richard Duncan, Superintendent, Roane County
- Kimberly Rodes, Superintendent, Summers County
- Christine Miller, Superintendent, Taylor County
- Alicia Lambert, Superintendent, Tucker County
- Shane Highley, Superintendent, Tyler County
- Dr. Sara Lewis-Stankus, Superintendent, Upshur County
- Todd Alexander, Superintendent, Wayne County
- Scott Cochran, Superintendent, Webster County
- Ed Toman, Superintendent, Wetzel County
- William HosaFlook, Superintendent, Wood County
- Deirdre Cline, Superintendent, Wyoming County
- Mark Gandolfi, Superintendent of Administration, WV School for the Deaf and Blind
- Ashlee Beatty,

Policy 2510, Assuring the Quality of Education: Regulations for Education Programs
List of Stakeholders

- Deborah White, Director of Instruction, Greenbrier County
- Jason Potts, Principal, Wood County Schools
- Kara Mitchell, Director of Instruction, Wyoming County
- Carla Brown, Pre-K District Specialist, Roane County
- Christina Bailey, Pre-K District Specialist, Braxton County
- Christopher Derico, Director, Lewis County
- Connie Mundy, Director, Barbour County
- David Neff, Attendance Director, Barbour County
- Jay Carnell, Assistant Superintendent, Jackson County
- Jennifer Strawderman, Assistant Superintendent, Hardy County
- Joan Haynie, Assistant Superintendent, Clay County
- Kenny Bond, Early Learning District Coordinator, Mason County
- Lee Ebersole, Director, Jefferson County
- Linda Casto, Director, Taylor County
- Michael Berner, K12 Staff, Brooke County
- Misty Nelson, Early Learning District Coordinator, Monroe County
- Rhonda Judy, Director, Lewis County
- Sandra Sheatsley, Director, Raleigh County
- Sonya Shue, Assistant Superintendent, Putnam County
- Suzette Miller, Director, Tyler County
- Tyson Price, Director, Calhoun County
- Woody Yoder, Assistant Superintendent, Marshall County

Internal Stakeholders

- Andrea Lemon, Lead Coordinator, West Virginia Department of Education
- Carla Warren, Special Assistant to the Superintendent, West Virginia Department of Education
- Carrie Reeves, Coordinator, West Virginia Department of Education
- Charlene Coburn, Senior Administrator, West Virginia Department of Education
- Dawn Embrey-King, Assistant Director, West Virginia Department of Education
- Derek Lambert, Coordinator, West Virginia Department of Education
- Diana Whitlock, Assistant Director, West Virginia Department of Education
- Drew McClanahan, Assistant Director, West Virginia Department of Education
- Dustin Lambert, Coordinator, West Virginia Department of Education
- Erika Klose, Assistant Director, West Virginia Department of Education
- Gloria Burdette, Lead Coordinator, West Virginia Department of Education
- Jan Barth, Assistant State Superintendent, West Virginia Department of Education
- Janet Bock-Hager, Coordinator, West Virginia Department of Education
- Joey Wiseman, Executive Director, West Virginia Department of Education
- Karen Linville, Program Lead, West Virginia Department of Education
- Lori Whitt, Coordinator, West Virginia Department of Education
- Monica DellaMea, Executive Director, West Virginia Department of Education
- Sherri Nash, Executive Director, West Virginia Department of Education
- Sonya White, Assistant Director, West Virginia Department of Education
- Susan Beck, Executive Director, West Virginia Department of Education
- Teresa Hammond, Assistant Director, West Virginia Department of Education
- Vaughn Rhudy, Executive Director, West Virginia Department of Education

126CSR42

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 42
ASSURING THE QUALITY OF EDUCATION: REGULATIONS FOR EDUCATION PROGRAMS (2510)**

§126-42-1. General.

1.1. Scope. -- This legislative rule establishes the regulations for all educational programs by improving the quality of teaching and learning in the public schools and ensuring that equal educational opportunities include, but are not limited to: rigorous high quality content standards, engaging instructional strategies, experiential learning programs, support programs, personnel, instructional resources, supplies, equipment, technology integration, and facilities.

1.2. Authority. -- W. Va. Constitution, Article XII, §2; and W. Va. Code §§18-1-1 and 4; 18-2-5 and 6; 18-2-7a; 18-2-39; 18-2E-4, 5, 7, and 8; 18-2E-9; 18-5A-4; and 18A-1-1.

1.3. Filing Date. --

1.4. Effective Date. -- July 1, 2020.

1.5. Repeal of Former Rule. -- This legislative rule repeals and replaces W. Va. 126CSR42, West Virginia Board of Education (WVBE) Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), filed January 11, 2018, and effective July 1, 2018.

§126-42-2. Purpose.

2.1. The WVBE is committed to establishing rigorous academic standards and providing high quality programs in West Virginia's public schools. The WVBE/West Virginia Department of Education (WVDE) will collaborate with parents, educators, communities, business and industry, and higher education to fulfill this commitment. It is imperative that counties, the schools, communities, students, and families of students cooperate to establish high expectations for student performance and become actively involved in the education process, thereby enabling students to succeed in the classroom and the workplace, lead healthy, rewarding, and productive lives, and participate responsibly in society.

2.2. The education program offered in West Virginia schools is defined in broad terms as all of the education activities that take place during the instructional day and the school year. The education program provides opportunities for students to achieve high levels of learning in programs of study through approved content standards that prepare students to be lifelong learners and successful citizens in a competitive global society. The education program is based upon information provided through research relevant to best practices and promising next practices in teaching and learning. The education program is structured and based on three programmatic levels: Early Learning Programs, Middle School Programs, and High School Programs. Each county shall establish policies and implement written procedures to define its education program in accordance with the definitions and requirements that follow.

2.3. Each county education program shall provide the necessary resources, including technology, to ensure that students attain high standards of performance. At early levels, students will achieve proficiency in the basic skills of literacy, mathematics, science, social studies, the arts, learning skills, and technology tools. Achievement of these skills will provide the foundation for later intellectual challenges in all programs of study. Students will explore their interests and abilities and engage in relevant activities to help them understand the world of work. Technology will be a tool to help achieve these standards in all schools. The WVBE anticipates the provision of sufficient resources and support, including an adequate system of professional learning, appropriate instructional resources, and reliable assessment measures, to realize the goal of producing students who are college- and career-ready as defined by the WVBE.

2.4. Schools, in cooperation with their counties, will determine their individual curriculum, teaching methods, and instructional design, pursuant to this policy, to assist students in achieving high levels of performance in the adopted and approved content standards. Appropriate accountability measures will ensure that students and educators achieve high levels of performance.

§126-42-3. Scope.

3.1. The major purposes of these regulations are to improve the quality of learning and teaching in the public schools and to ensure that equal educational opportunities are provided to all public school students. Equal educational opportunities to include, but are not limited to: comparably high quality programs of study, including exploring career development opportunities; student support programs; personnel; facilities; instructional resources; supplies; equipment; technology integration; and effective instructional practices. Given the demands of the global marketplace, it is essential that all students become lifelong learners prepared for successful entry into post-secondary education or the workplace.

3.2. Ensuring a quality education implies that a thorough and efficient education system exists that provides equal access to substantive curricular offerings and appropriate related services for all students. Providing such an education system must be the goal of the WVBE, West Virginia Legislature (Legislature), WVDE, counties, schools, and the citizens of West Virginia. This policy provides the basic structure for all education programs and student support services necessary for a thorough and efficient system of education to be available to all students. The elements of a thorough and efficient system of education are:

3.2.a. high quality education programs, student services, career exploration, and experiential learning opportunities;

3.2.b. high quality administrative and instructional practices, personnel, facilities, instructional resources, technology integration, supplies, and equipment;

3.2.c. a safe and caring environment that fosters supportive relationships, is free from harassment, intimidation, bullying, discrimination, and other inappropriate forms of conduct, and involves parents;

3.2.d. an appropriately demanding curriculum for all students, with emphasis on the programs of study that are aligned with rigorous standards, learning skills and technology tools, and are communicated to students, parents, and communities; and

3.2.e. accountability measures to ensure the public that a thorough and efficient system of

education is being provided to students enrolled in the public schools of West Virginia.

§126-42-4. Early Learning Programming.

4.1. Overview of Early Learning Programs (Grades Pre-K-5). Early Learning Programs address the holistic needs of all students in grades Pre-K-5. A comprehensive approach to early learning is inclusive of a balanced focus on knowledge and skill-building as well as the development of positive dispositions to learning. This approach also provides the potential to improve child outcomes and close achievement gaps. Based on knowledge of child development and developmentally appropriate practices for learners, the following Early Learning Programmatic levels are established: Early Learning Readiness (Pre-K-Kindergarten); Early Learning Primary (Grades 1-2); and Early Learning Intermediate (Grades 3-5).

4.1.a. Early Learning Programs promote a comprehensive approach to strengthening students' literacy proficiency, specifically regarding the integration of language and communication, mechanics of reading, and content knowledge in developmentally appropriate contexts. To close the literacy achievement gap for all students by third grade, Early Learning Readiness and Primary Programs support students' development of approaches to learning that provide eagerness for, and interest in, the processes of learning that lead to literacy proficiency. Opportunities to demonstrate literacy growth over time as part of a holistic approach to learning include, but are not limited to, measuring students' proficiency with reading development during the third grade year and beyond. Counties are afforded flexibility in determining and implementing methods to facilitate high quality early learning programming. Systemic data-driven processes, such as sustained professional learning, evidence-based coaching models, and other continuous quality improvement efforts are utilized to promote high quality classroom instruction in the early learning grades.

4.1.a.1. Early Learning Readiness (Grades Pre-K-Kindergarten). Programs serving students enrolled in Early Learning Readiness grades help students establish positive dispositions to learning and provide foundations for development across all domains and content areas to be successful in first grade and with lifelong learning. Emphases on social/emotional, cognitive, and motor development provide the foundations of the Early Learning Readiness grades. To support school readiness efforts and to assure the use of developmentally effective methods for students prior to entering first grade, Early Learning Readiness grades utilize the WVBE-approved school readiness framework per W. Va. 126CSR28, Policy 2525, West Virginia's Universal Access to Quality Early Education System (Policy 2525). A primary component of the school readiness framework is the West Virginia Early Learning Reporting System (WV ELRS), a formative assessment process that provides ongoing individual and population outcome data to inform instruction, personalize learning, and share students' progress with families. The formative assessment process also ensures that developmentally appropriate interactions, competencies, experiences, and skills are measured effectively. Data reporting for West Virginia Pre-K occurs three times per year per Policy 2525, and for Kindergarten at least one time during the last reporting window using the WV ELRS.

4.1.a.2. Early Learning Primary (Grades 1-2). The Early Learning Primary grades build on the comprehensive approach to personalizing learning inherent in the Early Learning Readiness grades and provide a context for the development of knowledge and skill building across all content areas. Development continues to span across a broad spectrum for all students and is significant in the offering of daily instruction. Using a formative assessment process that provides data to inform instruction, personalize learning, and share students' progress with families, Grades 1 and 2 programs employ formative assessment methods to assure developmentally appropriate interactions, competencies,

experiences, and skills are measured effectively. To gauge the extent to which students are progressing toward proficiency in English language arts and mathematics standards, it is recommended that the WV ELRS be utilized up to four times per year for students in grades one and two.

4.1.a.3. Early Learning Intermediate (Grades 3-5). Students in the Early Learning Intermediate grades are beginning the transition into middle childhood. An emphasis on the developmental levels of these students must be continued to support personalized learning by maintaining a balance between content-specific focus and integration of content areas of study.

4.2. Chart 1: Comprehensive Pre-K through Grade 5 Standards-Focused Approach to Learning.

Chart 1: Comprehensive Pre-K through Grade 5 Standards-Focused Approach to Learning		
A holistic approach to early learning requires teachers to be knowledgeable about child development and skilled in providing experiences that meet students' needs. Social/emotional, cognitive, and physical development are interrelated domains which emphasize the development of positive dispositions to learning.		
Developmental Domain: Social/Emotional	Social and Emotional Domains Personal and Social Relationships and Development Knowledge of Family and Community Academic and Learning Development Career Development and Life Planning Global Citizenship	Early Learning programming focuses on students' social and emotional development to lay the foundation for all learning. Progressive physical, cognitive, and academic development depends on a student's ability to intentionally engage in learning activities through a variety of modalities. Essential to this process is the student's ability to self-regulate and persist in activities when challenged with new experiences. Active learning is achieved through students' ability to solve problems within the context of positive relationships, communicate their needs effectively, and evaluate themselves. Effective teaching strategies help students develop strong self-regulation, which in turn prepares students to succeed in school. These social and emotional foundations are also reflected in W. Va. 126CSR44U, Policy 2520.19, West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 (Policy 2520.19) and Policy 2525.
Developmental Domain: Cognitive	Content Areas English Language Arts (ELA) Mathematics Music Science Social Studies Visual Art	Best practices for a comprehensive approach to early learning instruction indicate appropriate and sufficient emphases in all content areas are provided. Developmentally appropriate integration of literacy, numeracy, and other content is utilized to provide rigor based on students' prior experiences, knowledge, and developmental levels.
Developmental	Pre-K through Grade 5 Practices for Wellness Education	

Domain: Physical	Physical Education	<p>Students in Early Learning Programs require multiple opportunities to engage in play and movement experiences throughout the instructional day, enhancing the critical link between physical activity and brain functioning.</p> <p>In grades Kindergarten-5 at least 30 minutes of physical education, including physical exercise and age appropriate physical activities, for at least three days a week shall be provided as per W. Va. Code §18-2-7a. At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity. Schools that do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs to enable current staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted to the WVDE for approval.</p>
	Physical Activity	<p>In grades Kindergarten-5 physical activity in the form of recess or informal physical activity will be provided for at least 30 minutes daily for all students.</p> <p>West Virginia Universal Pre-K classrooms are required to offer at least 60 minutes of daily outdoor activity, weather permitting. Indoor time may be utilized when weather conditions are not conducive to outdoor activity. Physical activity is provided through an integrated approach as part of the comprehensive curricular framework as defined by Policy 2525.</p>

4.3. Chart 2: Grades Pre-K through Grade 5 Classroom Learning Environments, Routines, and Instructional Practices.

Chart 2: Classroom Learning Environments, Routines, and Instructional Practices (Grades Pre-K—5)		
Early Learning Readiness (Grades Pre-K-Kindergarten)	Early Learning Primary (Grades 1-2)	Early Learning Intermediate (Grades 3-5)
<p>Early Learning Programs provide responsive environments that include time, space, and developmentally appropriate materials necessary to create print- and language-rich environments conducive for learning and integration of standards. Classrooms are designed and equipped in a manner that supports discovery, small group and individual learning, exploration, and problem solving. Early Learning Readiness, Primary, and Intermediate classrooms have sufficient quantity and variety of appropriate materials and resources to support student-centered learning.</p>		
<p>Early Learning Readiness, Primary, and Intermediate educators ensure that sufficient time is provided for students to engage in developmentally appropriate and effective experiences that promote developmental growth and mastery of content and skills in all applicable state-approved content standards.</p>		

Early Learning Readiness and Primary programs ensure that transitions are minimized throughout the day to provide students with maximized opportunities to engage in developmentally effective experiences.		Early Learning Intermediate programs ensure that blocks of time are sufficient in duration for student engagement and content integration.
Early Learning Readiness grades utilize a holistic approach to ensure content areas are interrelated, not addressed in isolation, and are based on developmentally appropriate experiences that focus on students' interests and prior knowledge.	Early Learning Primary grades integrate content areas through developmentally appropriate experiences and instruction based on interests and prior knowledge.	Early Learning Intermediate grades focus on integrated instruction that includes student-driven experiences based on interests and prior knowledge. Students in these grades may be ready for developmentally appropriate instruction that is content area focused.
Instruction in Early Learning Readiness, Primary, and Intermediate Programs is personalized and based on the formative assessment process. Collecting authentic evidence is a central component to documenting student progress.		
Early Learning Readiness grades focus on individualized learning through a developmental context.	Appropriate implementation of Personalized Learning foundations may be utilized to help students achieve mastery or above in English/language arts and mathematics in all Early Learning Primary and Intermediate grades.	

§126-42-5. Middle School Programming.

5.1. Grades 6 through 8 Standards-focused Curriculum.

Foundations for High Quality Developmentally Appropriate Middle School Programming (Grades 6-8)

Middle School Programming builds on the results of early childhood education and transitions students into the high school program. Successful middle school programs are characterized by a culture that is inviting, inclusive, and supportive of all. Significant academic learning experiences, characterized by rigorous content, vigorous instruction, and high expectations for all learners within a developmentally appropriate, safe, and supportive school, are the norm. The middle school experience is challenging, exploratory, integrative, and relevant. Middle school educators use multiple learning and teaching approaches resulting in authentic engagement in active, purposeful learning. Students learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems. The environment and culture of middle school should lead to every student having at least one trusted adult advocate who is familiar with the student's academic development and personal goals. The creation of this learning community of both adults and students produces a stable and mutually respectful relationship that supports the students' personal, intellectual, ethical, and social growth.

The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each course and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking and

listening, and language in all content areas.		
Content Areas	Required Courses	Additional Information
English Language Arts (ELA)	ELA 6 ELA 7 ELA 8 or ELA 6 and Reading 6 ELA 7 and Reading 7 ELA 8 and Reading 8	To address literacy needs counties may choose to utilize a separate course code for reading in addition to the required ELA course.
Mathematics	Math 6 Math 7 Math 8	Math 8 Substitutions: High School Algebra I for 8 th Graders High School Math I for 8 th Graders
Science	Science 6 Science 7 Science 8	
Social Studies	Social Studies 6 Social Studies 7 WV Studies 8	
Career Exploration Note: Counties will implement a comprehensive Career Exploration middle school experience by July 1, 2021. This experience may include but it is not limited to Career Technical Education (CTE) Foundational Courses, stand-alone Career Exploration Courses and mini courses, field trips, guest speakers, and career mentors.	Integrated Career Exploration 6 – 8 or Career Exploration 6 Career Exploration 7 Career Exploration 8	In accordance with W. Va. Code §18-9D-19a, comprehensive middle schools must provide learning opportunities where students are provided: a comprehensive curriculum with embedded career exploration and project-based career activities; career development and counseling; and learning and life connection experiences for all students. All students will receive structured, on-going experiences for career awareness, exploration, decision-making, instructional Career and Technical Education (CTE) practices and career preparation exposing students to all 16 career clusters. Career development must include career exploration, entrepreneurial experiences, and/or Simulated Workplace learning for all students in grades 6, 7, and 8. Students must document a personalized career portfolio that is transportable throughout the student's middle and high school career. Students may utilize career exploration, the Lexile® Career Database, CTE Foundational Courses, Career Cruising®, and multiple learning activities to guide education and career planning.

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<p>Computer Science</p> <p>Note: Integrated Technology and Computer Science will be delivered within all content areas</p>	<p>Integrated Technology and Computer Science 6-8</p> <p>Discovering Computer Science or a county-created computer science course</p>	<p>Students will be provided regular opportunities within the context of other coursework to master the 6-8 grade-band standards set forth in W. Va. 126CSR44N, Policy 2520.14, West Virginia College- and Career-Readiness Standards for Technology and Computer Science (Policy 2520.14). Students will be provided sufficient opportunities in digital literacy, computer science and technology skills to meet the 6-8 grade-band standards by the end of 8th grade.</p>
<p>Music</p>	<p>Music 6-8 or Music 6 Music 7 Music 8</p>	<p>Grade-band and/or individual courses for grades 6-8 in music, choral, and instrumental music (band or orchestra) will be offered to all students during the middle school experience. Chorus or instrumental music may be substituted for a general music course at each grade level.</p>
<p>Visual Art</p>	<p>Visual Art 6-8 or Visual Art 6 Visual Art 7 Visual Art 8</p>	<p>Grade-band or individual courses for grades 6-8 in visual art will be offered to all students during the middle school experience.</p>
<p>Wellness Education</p> <p>Note: Schools not having the number of certified physical teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. Alternate programs shall be submitted to the WVDE for approval.</p>	<p>Wellness Education 6 or PE 6 and Health 6</p> <p>Wellness Education 7 or PE 7 and Health 7</p> <p>Wellness Education 8 or PE 8 and Health 8</p>	<p>Wellness education includes both physical education and health standards that must be taught towards mastery each year in grades 6-8. Physical education, including physical exercise and age appropriate physical activities, must be taught at least one full period of each school day of one semester of the school year (W. Va. Code §18-2-7a). At least 50 percent of class time for physical education will be spent in moderate to vigorous-intensity physical activity.</p> <p>Physical Activity: Opportunities will be provided for an additional 30 minutes of moderate to vigorous integrated physical activity daily to keep students physically active throughout the school year.</p>
<p>World Languages</p>	<p>World Language 7 World Language 8</p>	<p>A course in the same world language will be offered for students in grade 7 and grade 8. Offering a world language in grade 6 is encouraged. Counties may offer a high school credit-bearing world language course in place of World Language grade 7 and grade 8.</p>

Social and Emotional Advisory System for Student Success		<p>Through a Comprehensive School Counseling Program, middle schools will implement a continuous advisory system that provides students with meaningful supportive relationships and maximizes each student's personalized learning experience.</p> <p>The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's Personalized Education Plan (PEP), career portfolio, social emotional learning, and the teaching of other skills that enhance school success, and build competent, engaged citizens.</p>
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5.2. Grades 6 through 8 Personalized Education Plans (PEP). Refer to Appendix D for requirements of the PEP for students.

§126-42-6. High School Programming.

6.1. Grades 9 through 12 Standards-focused Curriculum and Graduation Requirements.

Foundations for High Quality Developmentally Appropriate High School Programming (Grades 9-12)		
<p>Courses needed for graduation require mastery of approved content standards. Students should consult with their chosen post-secondary educational/training institution when choosing course options and electives. The required courses outlined below build strong content knowledge and extend disciplines by engaging students in work of quality and substance. In grades 9 and 10, students build foundational knowledge and skills. In grades 11 and 12, students enter into the personalized aspect of their PEP, focusing carefully on selected coursework that leads to successful completion of their personal and academic goals. Each student's coursework will be designed to lead directly to placement in entry-level, credit-bearing academic college courses, completion of an industry-recognized certificate or license, a workforce training program, or job placement. Students who do not demonstrate mastery of the approved content standards shall be provided extra assistance and time through personalized learning and support.</p>		
22 total credits required --- 10 Prescribed --- 12 Personalized		
Subject	Graduation Requirements	Personalized Course Options
English Language Arts (ELA) 4 credits	2 Prescribed Credits English 9 English 10	Recommended College and Career Readiness Course Options English 11 English 12 or Transition English Language Arts for Seniors
	2 Additional Personalized Credits from Course Options An Advanced Placement (AP®), Dual Credit, or International Baccalaureate (IB®) ELA course may be substituted for any ELA credit.	Additional Course Options English 12 CR Technical English Language Arts Creative Writing and Reading English Language Arts College Courses County-created and Approved English Language Arts Courses based on student

		need and interest insuring state standards for English are met
Mathematics 4 credits	2 Prescribed Credits Math I or Algebra I Math II or Geometry 2 Additional Personalized Credits from Course Options An AP®, Dual Credit, or IB® Mathematics course may be substituted for any Mathematics credit.	Recommended College and Career Readiness Course Options Math III STEM or Math III LA or Algebra II Math IV - Trigonometry/Pre-calculus, Applied Statistics, Transition Mathematics for Seniors, or any other course option excluding lab and support courses
		Additional Course Options Math I Lab (when taught in conjunction with Math I) Algebra I Support (when taught in conjunction with Algebra I) Applied Statistics AP® Computer Science A Advanced Mathematical Modeling Calculus Statistics Probability and Statistics Quantitative Reasoning STEM Readiness Mathematics Math III TR Math IV TR Mathematics college courses Computer Science and Mathematics County-created and Approved Math Courses higher than Math II or Algebra II Technical Transition Math Financial Algebra
Science 3 credits	2 Prescribed Credits Earth and Space Science (Grade 9) Biology or AP® Biology (Grade 10) 1 Additional Personalized Credit from Course Options An AP®, Dual Credit, or IB® Science course may be substituted for any science credit.	Recommended College and Career Readiness Course Options Chemistry Human Anatomy and Physiology Physics Physical Science
		Additional Course Options Environmental Science Forensics Science college courses Computer Science – GIS County-created and Approved Science Courses CTE Courses: AC Energy and Power (Courses 1-4) Animal and Plant Biotechnology Principles of Agriculture Science-Plan Principles of Engineering

		Human Body Systems AC Innovations in Science and Technology (Courses 1-4) Natural Resources Management Therapeutic Services (Courses I, II, and III)
Social Studies 3 credits	2 Prescribed Credits US Studies Comprehensive* Civics (includes personal finance) 1 Additional Personalized Credit from Course Options An AP® or IB® social studies course may be substituted for a social studies credit. *Counties may allow students to substitute US Studies and Contemporary Studies in place of US Studies Comprehensive.	Recommended College and Career Readiness Course Options World Studies
		Additional Course Options Geography Contemporary Studies Economics Financial Literacy Psychology Social Studies college courses Dual Credit Courses Sociology US Studies JROTC (Courses I-IV) County-created and Approved Social Studies Courses
Physical Education (PE) 1 credit	1 Prescribed Credit PE 9-12, Integrated PE, or counties may choose to offer Extracurricular/Interscholastic PE both graded and non-graded.	Additional Course Options JROTC I and II will fulfill the 1 credit PE requirement Dual Credit Courses Other PE courses based on student need and interest paired with the integrated online course
Health 1 credit	1 Prescribed Credit Health 9-12	Additional Course Options Health College Courses Dual Credit Courses
The Arts 1 credit	1 Personalized Credit An AP®, Dual Credit, or IB® Arts course may be substituted for any Arts credit.	Required to be Offered Four sequential courses in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre
		Course Options Arts Offerings Arts College Courses Arts College Courses

		<p>The following CTE courses will fulfill the 1 credit Arts requirement:</p> <ul style="list-style-type: none"> • Fundamentals of Illustration (1851) • Fundamentals of Graphic Design (1857) • Illustration (1861) • Graphic Design Applications (1859) • Ornamental Metal Work (1982) • Digital Imaging/Multimedia I (1431) • Drafting Techniques (1727) • Floriculture (0213)
Flex Credit 1 credit	<p>1 Personalized Credit</p> <ul style="list-style-type: none"> • A CTE Foundational Course (encouraged at grades 9 and 10) • A Computer Science Course • A fourth Social Studies Course • A fourth Science Course 	<p>Additional Course Options</p> <p>AC courses Other CTE courses based on student need and interest See Computer Science Course Options See Science Course Options See Social Studies Course Options See Career and Technical Education</p> <p>Recommendation Counties are encouraged to expand career exploration and offer CTE foundational courses and CTE Programs of Study in grades 9 and 10.</p>
Personalized Education Plan (PEP) 4 credits	<p>4 Personalized Credits</p> <ul style="list-style-type: none"> • 4 credits in a CTE Program of Study • 4 credits that lead to post-secondary goals 	<p>Each student's PEP will identify a career cluster and either a CTE program of study or course work for the 4 credits that will lead directly to college placement, attainment of an industry-recognized certificate or license, a workforce training program, or job placement (Appendix D).</p> <p>Best practices encourage students to experience the following: an AP®, IB®, dual credit, and/or Advanced Career (AC) course with corresponding examination, 2 credits in one world language, an additional science, a computer science, an online/digital learning experience, entrepreneurial experiences, and/or 4 credits (culminating in acquisition of industry-recognized CTE credential focused on career aspirations).</p>
Career and Technical Education	See section 6.3: Career and Technical Education	<p>Required to be Offered</p> <p>One foundational course that teaches parenting skills</p>
Community Readiness		Counties may allow students with disabilities to earn 4 credits in Community Readiness Training recommended through an IEP Team as a personalized, non-CTE program of study.

Electives	CBEM have the authority to set graduation requirements beyond the state minimum for schools in their counties. Students may typically earn up to 32 credits on a block schedule and up to 28 on a traditional schedule over their high school careers.	When choosing electives, students should consult with their chosen post-secondary educational institution to make sure the electives are appropriate and acceptable.
Computer Science		Required to be Offered One Course in Computer Science Additional Course Options Computer Science in the Modern World AP® Computer Science Courses Information Technology (IT) Information Management Web Development Other courses based on student need and interest CTE Computer Science/IT Courses County-created Computer Science/IT Courses College Computer Science Courses
World Languages		Recommended College- and Career-Readiness Course Options: Most four-year colleges and universities require the completion of a least two credits of the same world language before or during post-secondary programming. Students need to consult with their post-secondary educational institutions concerning world language requirements. Required to be Offered Three levels of one world language Students who demonstrate proficiency in two languages (English and one additional) can receive the Seal of Biliteracy. Additional Course Options Other world languages and additional levels based on student need and interest AP® World Language World Language college courses
Driver Education		Required to be Offered One Course in Driver Education
Social and Emotional Advisory System		Required Through a Comprehensive School Counseling System, high schools will implement a continuous advisory system

for Student Success		that provides students with meaningful supportive relationships and maximizes each student's personalized learning experience. The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's Personalized Education Plan (PEP), career portfolio, social emotional learning, and the teaching of other skills that enhance school success, and build competent, engaged citizens.
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6.2. High School Programming.

6.2.a. High schools' schedules shall allow for mastery of the content standards of each course. When developing schedules, the principal and a team of teachers will determine the adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students. If the staff develops a schedule with courses less than 8100 minutes and academic achievement is not at or above state proficiency for a minimum of two years, the school will review and adjust its schedule based on student need and be approved by the CBEM.

6.2.b. Students shall have access to at least four AP® courses annually (at least one from the content areas of English language arts, mathematics, science, and social studies). All AP® courses must have a syllabus approved through the College Board. All AP® courses shall be taught by a teacher who has completed the required professional learning (Appendix D.). Access to AP® courses may also be attained via WVVS AP® courses. Grades earned in an AP® course must be weighted.

6.2.c. Students who do not meet the college- and career-readiness benchmarks on the West Virginia General Summative Assessment for English language arts and/or mathematics prior to their senior year may be enrolled in a designated transition English Language Arts course and/or a designated transition mathematics course even if they already have the required number of credits in that area. Students may enroll in a higher level course with agreement between the student, his or her parent and/or guardian, and the school to ensure the best interests and needs of each student are met.

6.3. Career and Technical Education (CTE).

CTE
<p>The high school must offer students in grades 9-12 engaging and empowering career development learning opportunities that include: Structured, on-going CTE experiences for career awareness, exploration, decision-making, and career preparation exposing students to all 16 career clusters. These offerings may be delivered within a Simulated Workplace/project-based hands-on environment.</p> <p>A CTE program of study is aligned with the approved 16 career clusters and consists of four courses identified for WVDE-approved career and technical programs of study (refer to W. Va. 126CSR44M, Policy 2520.13, West Virginia College- and Career-Readiness Programs of Study/Standards for Career and Technical Education (Policy 2520.13)). Each career and technical program of study shall provide students a Simulated Workplace environment and the opportunity to obtain an industry recognized</p>

credential as part of the instructional program when applicable.

Multi-county Centers, County CTE Centers, and Comprehensive High Schools must provide students with access to a program of study in a minimum of five of the 16 approved West Virginia Career Clusters.

Students in grades 9 and 10 must have access to at least one career and technical foundations course. Students in grades 11 and 12 must have access to four units in a career and technical program of study and two career and technical electives.

A CTE completer is a student who completes the four required state-approved sequence of courses and participates in state-approved technical assessments within a specified CTE program of study. There are two categories of CTE programs of study (county- and state-approved) and three additional classifications of CTE participants (refer to Policy 2520.13).

State-approved CTE courses that lead to industry certifications or licenses requiring specific competencies or time-based instruction shall be scheduled no less than 90 consecutive minutes per day equaling 135 hours per course. Counties must consider transportation times to and from county and multi-county CTE centers when developing those schedules.

Approved West Virginia Career Clusters

Agriculture, Food, and Natural Resources
 Architecture and Construction
 Arts, A/V Technology, and Communication
 Business Management and Administration
 Education and Training
 Finance
 Government and Public Administration
 Health Sciences
 Hospitality and Tourism
 Human Services
 Information Technology
 Law, Public Safety, Corrections, and Security
 Manufacturing
 Marketing
 Science, Technology, Engineering, and Mathematics
 Transportation, Distribution, and Logistics

CTE Accommodations for Students with Disabilities:

Two options exist for students with IEPs to complete a CTE program of study:

1. The typical completion of a CTE program of study with/without accommodations and supports if a student is capable of passing 100 percent of the safety exam for the respective program of study.
2. Individual Work Ready Competencies (IWRC).

6.4. Grades 9 through 12 Alternative Means to Earn High School Credit.

6.4.a. CBEM shall provide alternative means for students to earn high school credit.

6.4.a.1. Students may substitute one of the following in place of a course as listed in the applicable high school program of study: 1) an AP® course; 2) an IB® course; 3) an AC course; or 4) a dual credit or college course in accordance with approved county policy. The student's parent and/or guardian must approve by signing the student's PEP.

6.4.a.1.A. Such substitution requests must be approved by the county superintendent (or designee) and principal. The decision as to whether a substitute course will count as credit must be based on its applicability to the student's 5-year PEP, post-secondary goals, and/or program of study. Schools shall provide information regarding the availability of advanced courses to students and parents and strongly encourage students to take such courses based upon student interests and post-secondary goals.

6.4.a.1.B. The student and his or her parent and/or guardian must be advised of the decision of the superintendent (or designee) and the impact of the substitute course on the student's preparation for college, other post-secondary education, or gainful employment identified in the student's PEP.

6.4.a.1.C. To ensure this process has been followed, the parent and/or guardian and student each must sign and receive a copy of the modified PEP.

6.4.a.2. Any student who successfully completes a high school level course (one meeting the high school approved content standards and taught by a content-certified teacher) prior to grade 9 shall receive full credit for that course toward graduation requirements. The student's permanent record for grades 9-12 shall indicate completion of the courses. The grade for any credit-bearing course taken prior to grade 9 becomes part of the student's permanent record and is calculated in the student's grade point average (GPA).

6.4.a.3. All students will receive appropriate grades and/or credit for all work completed while attending school, regardless of the duration of their enrollment period. Students cannot receive credit for the same course twice.

6.4.b. West Virginia Option Pathway. The Option Pathway is a blend of the CTE Pathway and the High School Equivalency Assessment. This pathway provides an opportunity for the high school students behind their 9th grade cohorts a second opportunity to graduate on time rather than dropping out of school.

6.4.c. Students transitioning from the WVDE Office of Diversion and Transition Programs (ODTP) schools must be provided with marketable job skills equal to those in nonresidential settings. Personalized learning options for students enrolled in ODTP schools are intended to be rigorous in delivery yet flexible in terms of graduation requirements. Career Integrated Experiential Learning (CIEL) is a CTE program of study that provides opportunities for students to test for multiple nationally recognized certifications while earning credit for relevant job-readiness skills, helping students to be college- and career-ready. CIEL program of study credits will transfer to the receiving high school allowing for the continued enrollment for program of study and graduation credit for those who are unable to complete the program of study while in the juvenile setting. These CTE courses may be delivered in a traditional classroom setting, a virtual environment, or a combination of the two.

6.4.d. A student who transfers into a West Virginia school that has higher or different graduation requirements may not be able to complete West Virginia requirements for graduation. In such cases, the student's credits shall be evaluated by the county superintendent or designee in the receiving county to determine if one or more county and/or state requirements can be substituted with an equivalent course. Any courses requiring a waiver must be reviewed and approved by the State Superintendent of Schools.

6.4.e. Counties may develop tests for the purpose of accelerating students by proving proficiency through assessment.

6.4.f. Counties may develop a policy that allows for credit-bearing workplace readiness experiences.

6.4.g. Virtual learning (refer to Appendix C, Virtual Learning). Digital learning offered through the West Virginia Virtual School (WVVS) or a county virtual instruction program.

§126-42-7. School Responsibilities.

7.1. Schools shall implement WVBE and county policies as well as county and school procedures to ensure high quality delivery of their education program. In meeting this responsibility, schools shall address the following components of a high quality education program.

7.1.a. Administrative Practices.

7.1.a.1. Implement CBEM and WVBE policies and procedures.

7.1.a.2. Ensure that the school is safe and that the environment is conducive to learning and teaching, per W. Va. 126CSR99, Policy 4373, Expected Behavior in Safe and Supportive Schools (Policy 4373).

7.1.a.3. Assign students equitably among the classroom teachers, taking into consideration reasonable enrollment differences due to subject area and/or grade levels.

7.1.a.4. Ensure that all teachers and library/media professionals are provided a duty free planning period that is the length of the usual class period and is not less than 40 minutes per day (W. Va. Code §18A-4-14).

7.1.a.5. Participate in the West Virginia Education Information System (WVEIS) and other WVDE data collections through adherence to data collection calendars and guidance documentation, which are developed and maintained through the WVDE data governance structure per W. Va. 126CSR94, Policy 4350, Procedures for the Collection, Maintenance and Disclosure of Student Data, to ensure compliance with state and federal reporting requirements and to support the population and sustainability of the state's longitudinal data system for educational decision making.

7.1.a.6. Implement a system to monitor absences and dropout rates and, when appropriate, developing plans to reduce the student absenteeism and dropout rates;

7.1.a.7. Ensure a process for timely, accurate, and complete entering of data into the WVEIS.

7.1.b. Content Focused Standards and Instruction. Each school shall offer rigorous instructional opportunities and strategies that are based on state content standards via county-determined instructional materials and teacher-created curricula. Specific requirements are outlined in sections 4, 5, and 6.

7.1.b.1. Prior to the beginning of each school year, the principal and teachers determine time allocations that, based on the needs of the students, maximize engaged instructional time, and limit disruptions during the instructional day within the regular and alternative school calendars for specific instructional programs.

7.1.b.2. School schedules shall be organized to maximize flexibility of academic learning time through a variety of strategies.

7.1.b.3. Flexible scheduling of students and staff shall be used to ensure that every student has the opportunity to achieve or exceed mastery of each content standard.

7.1.b.4. Principals shall ensure that teachers:

7.1.b.4.A. implement content standards for learning and are aware of the instruction students have receive prior to entering the grade level they teach and what the expectations are for students to be able to succeed at subsequent grade levels;

7.1.b.4.B. use instructional practices that are evidence- and research-based;

7.1.b.4.C. develop and use assessments aligned with the content standards to drive instructional improvement for all students;

7.1.b.4.C.1. assessments may include standardized, non-standardized, performance assessments, end-of-course/program of study (EOC) exams, portfolios, observation performance data, achievement checklists, teacher-made tests, and other assessments that are at the direction of and for use by the classroom teacher; and

7.1.b.4.C.2. a formative assessment process shall be used in all grades to provide educators with information to inform instruction, personalize planning, and share individual students' progress with families in meaningful ways.

7.1.b.5. Principals shall monitor pupil performance related to the approved content standards of the school education program and work with teachers to make appropriate adjustments to the instructional program.

7.1.b.6. Principals and school personnel shall monitor and update records of student progress for student, parent, and teacher information.

7.1.c. Leadership. The principal fosters distributed leadership among staff, students, family, and community stakeholders, as appropriate, to create a shared understanding and commitment to improved student academic success. Schools shall ensure leadership meets the standards set forth in W. Va. 126CSR12, Policy 2322, West Virginia System of Support and Accountability. Each school shall:

7.1.c.1. ensure that parents have opportunities to be involved in the school and their child's education;

7.1.c.2. operate a faculty senate that facilitates school improvement through practices outlined in W. Va. Code §18-5A-5 and in accordance with Policy 3234;

7.1.c.3. operate a school curriculum team that establishes instructional programs and methods, based on the needs of the school, and that implements the state-approved content standards (W. Va. Code §18-5A-6);

7.1.c.4. analyze programs using a continuous system of program assessment and program improvement;

7.1.c.5. develop and implement a School Strategic Plan that is based on the identified needs of the students and is developed collaboratively by the LSIC, the principal, faculty senate, school technology team, school curriculum team, and other appropriate stakeholders.

7.1.c.6. maintain a Local School Improvement Council that facilitates improvement of educational quality by encouraging the involvement of the school community in the operation of the school as outlined in W. Va. Code §18-5A-2 and by utilizing the waiver process when appropriate.

7.1.c.7. utilize a school technology team that collaborates with the school strategic planning committee to develop a comprehensive technology plan that includes W. Va. 126CSR41, Policy 2460, Educational Purpose and Acceptable Use of Electronic Resources, Technologies and the Internet (Policy 2460).

7.1.d. Professional Learning. Each school shall have a process for developing, providing, and participating in programs for professional learning based on research, data, and W. Va. 126CSR149, Policy 5500, Professional Learning for West Virginia Educators (Policy 5500).

7.1.d.1. ensure that professional staff participate in continuous high quality, sustained, and classroom-focused professional learning that increases the knowledge and skills required to create conditions that result in students achieving high levels of performance in the approved West Virginia content standards series (Policy 2520 series);

7.1.d.2. ensure that teachers participate in the county's intentional, coordinated efforts to maximize use of the Support for Improving Professional Practice Plan (SIPP) to provide a comprehensive system of support that culminates into the professional learning component of the County Strategic Plan for all teachers and administrators per provisions of W. Va. Code §18A-3C-3;

7.1.d.3. ensure that all teachers who teach College Board AP® courses have completed the required professional learning for their content area. (See also Appendix D.)

7.1.d.4. ensure that an administrator from each high school attends a College Board endorsed AP® related workshop once every two years. (See also Appendix D.)

7.1.e. Special Education and Student Supports. Student supports provide resources and services

to best meet the unique needs of all students. Schools shall ensure special education requirements set forth in Policies 2419 and 2422.7 are implemented.

7.1.e.1. Student Assistance Team (SAT). Schools shall ensure the Student Assistance Team (SAT) is operational as outlined in W. Va. 126CSR16, Policy 2419, Regulations for the Education of Students with Exceptionalities (Policy 2419).

7.1.f. Alternate Delivery of Education Programs. The school shall follow county policies and procedures when providing for alternative delivery of education and service programs for students. A thorough and efficient education must be available to all students, whether they are placed in regular or alternative programs.

7.1.g. School Counseling Program. Schools shall ensure school counseling programs adhere to W. Va. Code §18-5-18b, W. Va. 126CSR67, Policy 2315, Comprehensive School Counseling Program (Policy 2315), and W. Va. 126CSR114, Policy 5100, Approval of Educational Personnel Preparation Programs (Policy 5100), as well as the West Virginia Professional School Counselor Standards found in Policy 5100. School counselors will work collaboratively with other school staff to assist students with academic and post-secondary planning that leads to seamless transitions to students' identified post-secondary option, refer to Policy 2315 to ensure alignment with policy requirements.

7.1.g.1. Comprehensive School Counseling Program (CSCP). The CSCP is a proactive, systemic approach to assist students with the acquisition of attitudes, knowledge, skills, and behaviors necessary to maximize student success and preparation for a variety of post-secondary options. The WVDE provides assurances that the state comprehensive developmental guidance and counseling policy reflects provisions of Policy 2315. Policy 2520.19 outlines the attitudes, knowledge, skills, and behaviors essential to support all students in achieving everyday school success and in being college and career ready.

7.1.h. Health and Psychological Services. School health services are coordinated through the certified school nurse to provide early identification of educational deficits and communicable disease, daily support and care for students with specialized health care needs during the instructional day with linkage, and follow-up care to services as required in W. Va. 126CSR25A, Policy 2422.7, Standards for Basic and Specialized Health Care Procedures (Policy 2422.7), and W. Va. 126CSR51, Policy 2423, Health Promotion and Disease Prevention. Emphasis is placed on preventive services, health promotion, and education to support academic success, reduce absenteeism, and promote lifetime health and wellness.

7.1.h.1. School psychological services facilitate the interpersonal and academic development of all students and foster the social/emotional health and the academic success of students. School psychologists assist teachers and other school personnel with assessment information, academic and behavior intervention plans, and understanding student implications in relation to school performance and safe school considerations.

7.1.i. Diversity and Multicultural Education. To foster an environment of respect for individuals from a variety of cultural, ethnic, racial, and religious backgrounds, multicultural education awareness must be developed and embedded across all content areas (W. Va. Code §18-5-15a.)

§126-42-8. County Board of Education Staff (CBES) Responsibilities.

8.1. County Board of Education Staff (CBES) Responsibilities. It is the responsibility of each county to plan, deliver, and evaluate the educational programs and student support services necessary to implement a thorough and efficient system of public education. The programs of student and student support services mandated by regulations must be available to all students.

8.1.a. Administrative Practices. The CBES shall ensure all components outlined in this policy are appropriately and effectively implemented.

8.1.a.1. Implement CBEM and WVBE policies and procedures.

8.1.a.2. Assure that all schools are safe and that the environment is conducive to learning, per W. Va. 126CSR99, Policy 4373, Expected Behavior in Safe and Supportive Schools (Policy 4373).

8.1.a.3. Implement rules governing student attendance in grades Kindergarten through 12:

8.1.a.3.A. Assure that all students, ages 6-17, are attending public schools or are exempt from compulsory public school attendance under the provisions of W. Va. Code §18-8-1 et seq.

8.1.a.3.B. Adjust and report the student attendance rate for the allowable deductions defined in W. Va. 126CSR81, Policy 4110, Attendance.

8.1.a.4. Provide assurances that the county comprehensive developmental guidance and counseling policy reflects provisions of Policy 2315.

8.1.a.4.A. The school calendar shall meet the requirements of W. Va. Code §18-5-45 and W. Va. 126CSR73, Policy 3234, School Calendar (Policy 3234) by providing: 180 separate days of instruction, with a minimum instructional day of 315 minutes for Kindergarten and grades 1-5; 330 minutes for grades 6-8; and 345 minutes for grades 9-12.

8.1.a.4.B. Co-curricular activities may, by their nature, be scheduled within the school day.

8.1.a.4.C. Orientation programs for incoming Pre-K and Kindergarten aged children are acceptable means of providing instructional time.

8.1.b. Alternate Delivery of Education Programs. The CBES shall implement policies and documented procedures when providing for alternative delivery of education and service programs for students. A thorough and efficient education must be available to all students, whether they are placed in regular or alternative programs.

8.1.b.1. Provisions of Policy 4373 and Policy 2520.19 shall be adhered to including, but not limited to, the provision of behavioral components in addition to academic coursework.

8.1.b.2. Alternative delivery of education programs may require a change in the student's placement to General Education. Full-time general education environment (GEE) is defined in, Policy 2419. The change of placement to GEE must be addressed by the student's IEP Team and implemented in accordance with the requirements of Policy 2419.

8.1.b.3. Students with IEPs placed in an integrated GEE and requiring accommodations must not exceed 30 percent of the total class enrollment in accordance with the requirements of Policy 2419.

8.1.b.4. Schools may award credits earned from approved summer schools provided the instructional program is equivalent to that required during the regular school term. All summer school programs shall be submitted to the WVBE for approval by June 1 of each year.

8.1.b.5. Homebound/Hospital Services.

8.1.b.5.A. A student who, due to injury or illness as certified in writing by a licensed physician who specializes in the health condition, that may temporarily confine a student to home or hospital for a period that has lasted or will last more than three consecutive weeks will receive home/hospital services. The written statement from a licensed physician must include:

8.1.b.5.A.1. the specific reasons and period of time that the student must remain at home or in the hospital; and

8.1.b.5.A.2. the criteria or conditions under which the student will return to school, and the expected date of such return.

8.1.b.5.B. A written statement by a licensed physician who specializes in the health condition must be resubmitted at least every three months if a student's temporary home/hospital instruction is prolonged.

8.1.b.5.C. The county may require that the parent and/or guardian obtain an opinion from a second licensed physician who specializes in the health condition at the expense of the county.

8.1.b.5.D. Home/hospital services must be designed to provide the student adequate opportunity to continue learning toward mastery of grade level content standards while he or she is temporarily confined to home or hospital. These services may not replace full time instruction on an ongoing basis. The expectation is that the student will return to the regular classroom.

8.1.b.5.E. Counties shall develop and implement within their attendance policy procedures which shall outline and define the delivery of home/hospital services.

8.1.b.5.F. Since home/hospital services are temporary in nature, the home/hospital teachers are responsible for facilitating instruction only for approved content standards for core courses (i.e., English language arts, mathematics, science, and social studies). The home/hospital services are guided by the student's classroom teacher(s) therefore the home/hospital teacher must be in regular contact with the classroom teacher(s) to:

8.1.b.5.F.1. secure and understand units/lessons, instructional plans, and instructional resources (including approved online and virtual options), and

8.1.b.5.F.2. establish procedures for the collection, grading, and return of student work, as requested by the classroom teacher(s) for feedback and assessment.

8.1.b.5.G. Home/hospital services provided for an exceptional student who is unable to

attend school temporarily because of an injury, illness, or health condition require a change in the student's placement to Out-of-School Environment (OSE) as defined Policy 2419. The change of placement to OSE must be addressed by the student's IEP Team and implemented in accordance with the requirements of Policy 2419.

8.1.b.5.H. Home and/or hospital services may also be provided temporarily at the direction of the county superintendent for students who have not met the immunization requirements of W. Va. Code §16-3-4.

8.1.b.6. Alternative Settings for Disruptive Students. Students whose disruptive behavior places them at risk of not succeeding in the traditional school structure may be eligible for placement in an alternative education program as authorized by Policy 4373.

8.1.b.7. West Virginia Virtual School (WVVS) Options (refer to Appendix C, Virtual Learning).

8.1.b.8. County Virtual Instruction Program (refer to Appendix C, Virtual Learning).

8.1.b.9. West Virginia Option Pathway. The Option Pathway is a blend of the CTE Pathway and the High School Equivalency Assessment. This pathway provides an opportunity for the high school students behind their 9th grade cohorts a second opportunity to graduate on time rather than dropping out of school.

8.1.c. Accountability for Alternative Programs.

8.1.c.1. All alternative delivery of programs for kindergarten through grade 12 must meet the standards and safeguards set forth in WVBE policies related to curriculum, instruction, and student support services.

8.1.c.2. Letters of agreement and/or contracts shall be used with external agencies, businesses, and individuals to clarify responsibilities in areas such as student supervision, public access to school facilities, finance, and program accountability.

8.2. Assessments. The school or county may develop assessments aligned with the content standards to drive instructional improvement for all students.

8.2.a. Assessments may include standardized, non-standardized, performance assessments, end-of-course/program of study (EOC) exams, portfolios, observation performance data, achievement checklists, teacher-made tests, and other assessments that are at the direction of and for use by the classroom teacher.

8.2.b. A formative assessment process shall be used in all grades to provide educators with information to inform instruction, personalize planning, and share individual students' progress with families in meaningful ways.

8.3. Compulsory School Attendance. W. Va. Code §18-8-1a requires compulsory school attendance to begin with the school year in which the sixth birthday is reached prior to July 1 of such year or upon enrolling in a publicly supported Kindergarten program and to continue to the seventeenth birthday or for as long as the student continues to be enrolled in a school system after the seventeenth birthday.

8.4. Delivery and Evaluation of Education Programs and Support Services. It is the responsibility of each county to plan, deliver, and evaluate the education programs and student support services necessary to implement a thorough and efficient system of public education. The programs of study and student support services mandated by regulations must be made available to all students.

8.5. English as a Second Language Services. The county shall provide English as a Second Language services, or specially designed instruction, at no cost to parents, to meet the unique educational needs of an eligible limited English proficient student. Sheltered instruction conducted in the classroom and in other settings shall be provided as specified in the student's program of study and in accordance with W. Va. 126CSR15, Policy 2417, Regulations and English Language Proficiency Standards for English Learners (Policy 2417).

8.6. Facilities. Counties shall ensure that facilities must be safe and well-maintained and meet the standards set forth in W. Va. 126CSR172, Policy 6200, Handbook on Planning School Facilities.

8.7. Information Systems. Counties shall participate in WVEIS and other WVDE data collections through adherence to data collection calendars and guidance documentation, which are developed and maintained through the WVDE data governance structure per W. Va. 126CSR94, Policy 4350, Procedures for the Collection, Maintenance and Disclosure of Student Data, to ensure compliance with state and federal reporting requirements and to support the population and sustainability of the state's longitudinal data system for educational decision making.

8.8. Instructional Resources. See W. Va. Code §§18-2-5, 18-2-8, 18-2A-10, and 18-5-21, and W. Va. 126CSR35, Policy 2445.40, Instructional Resources.

8.9. Partnerships. Counties may choose to optimize the flexibility demonstrated and available within this and other WVBE policies to:

8.9.a. cooperate with one or more counties in establishing and maintaining joint programs;

8.9.b. contract for services with public or private agencies having appropriate programs; and/or

8.9.c. coordinate and share programs, related services, and resources with other organizations, agencies, and local businesses.

8.10. Special Education and Student Supports. Student supports provide resources and services to best meet the unique needs of all students. Counties shall ensure special education requirements set forth in Policies 2419 and 2422.7 are implemented.

8.11. Technology. The county shall ensure that each school has:

8.11.a. technology practices that facilitate student development in areas such as, but not limited to, computer skills, critical thinking and decision-making, application of academic knowledge in workplace programs, making informed career decisions, and meeting the requirements of Policy 2520.14; and

8.11.b. a technology infrastructure that has multiple applications for enabling students to achieve at higher academic levels.

8.11.c. adequate technology resources to support instruction.

8.12. Policy Development, Implementation, and Guidance. Counties shall develop procedures, guidelines, and technical assistance documents necessary to implement county policy, WVBE policy, and state law.

8.13. Transportation. See W. Va. 126CSR92, Policy 4336, West Virginia School Bus Regulations, Procedures, and Specifications for the Design and Equipment of School Buses.

§126-42-9. County Board of Education Member (CBEM) Responsibilities.

9.1. The county board of education members (CBEM) shall ensure the following.

9.1.a. Policy Development. CBEM shall create and adopt policy as outlined in Appendix A.

9.1.b. Extended Learning Opportunities. Students may elect to participate in extended learning opportunities and may receive elective credit when approved by the CBEM.

9.1.c. Graduation Requirements. The state graduation requirements total 22 credits. See the High School Programming Chart for specific credits required for graduation.

9.1.c.1. The CBEM have the authority to increase graduation requirements for schools in their counties. The county superintendent shall notify the WVDE of any changes in requirements beyond the state requirements.

9.1.c.2. The courses required for graduation requiring mastery of the WVBE and county-approved content standards shall be offered to all students.

9.1.c.3. Additional courses not identified in the High School Programming chart may be offered to afford students the opportunity to attain mastery of the approved content standards, to broaden and enrich their education, and to support academic and career development. Any elective offering must be based on WVBE-approved content standards if available or based on written content standards that are approved by the CBEM.

9.1.c.4. All students complete four credits of mathematics; however, a student's enrollment in a mathematics course for each year of high school must be determined by county policy.

9.1.d. Alternate Delivery of Education Programs. CBEM shall establish policies for alternative delivery of education and service programs for students. A thorough and efficient education must be available to all students, whether they are placed in regular or alternative programs.

9.1.d.1. Provisions of Policy 4373 and Policy 2520.19 shall be adhered to including, but not limited to, the provision of behavioral components in addition to academic coursework.

9.1.d.2. Alternative delivery of education programs may require a change in the student's placement to General Education. Full-time general education environment (GEE) is defined in, Policy 2419. The change of placement to GEE must be addressed by the student's IEP Team and implemented

in accordance with the requirements of Policy 2419.

9.1.d.3. Students with IEPs placed in an integrated GEE and requiring accommodations must not exceed 30 percent of the total class enrollment in accordance with the requirements of Policy 2419.

9.1.e. Personnel.

9.1.e.1. Supervisory/Administrative Staff. CBEM shall:

9.1.e.1.A. employ supervisory/administrative staff who are professionally certified administrators. CBEM are encourage to have school administrators participate in the West Virginia School Leadership Network (W. Va. Code §18A-3-2(c)).

9.1.e.1.B. provide continuous, high quality, and sustained professional learning opportunities for principals through a variety of means that increase the principal's ability to be an instructional leader so that students can achieve high levels of performance in the approved West Virginia content standards.

9.1.e.2. Teaching Staff. CBEM shall:

9.1.e.2.A. employ highly qualified and certified teachers to implement each program of study;

9.1.e.2.B. ensure that professional staff members are working in the areas of endorsement specified on their certificates;

9.1.e.2.C. ensure that teachers have a specific knowledge of the approved content standards for all programmatic levels (Pre-K-12);

9.1.e.2.D. ensure that professional staff are provided continuous high quality, sustained, and classroom-focused professional learning that increases the knowledge and skills required to create conditions that result in students achieving high levels of performance in the approved West Virginia content standards series (Policy 2520 series);

9.1.e.2.E. ensure Alternative Education Programs, as outlined in Policy 4373, provide for the participation of content area certified teachers in the development of the academic curriculum and the assessment measures to determine mastery of approved content standards;

9.1.e.2.F. provide intentional, coordinated efforts to maximize use of the Support for Improving Professional Practice Plan (SIPP) to provide a comprehensive system of support that culminates into the professional learning component of the County Strategic Plan for all teachers and administrators per provisions of W. Va. Code §18A-3C-3;

9.1.e.2.G. ensure that all teachers and library/media professionals are provided a duty free planning period that is the length of the usual class period and is not less than 40 minutes per day (W. Va. Code §18A-4-14);

9.1.e.2.H. ensure that all teachers who teach College Board AP® courses have completed

the required professional learning for their content area. (See also Appendix D.)

9.1.e.2.I. ensure that an administrator from each high school attends a College Board endorsed AP® related workshop once every two years. (See also Appendix D.)

9.1.e.2.J. ensure that all AP® coordinators attend an AP® Coordinator's workshop annually. (See also Appendix D.)

9.1.e.2.K. annually provide training for all personnel, during a non-instructional day of the school term, in the study of diversity and multicultural education (W. Va. Code §18-5-15a).

9.1.e.3. Aides/Early Childhood Classroom Assistant Teaching Staff. CBEM shall:

9.1.e.3.A. employ aides and/or Early Childhood Classroom Assistant Teachers (ECCAT) to enhance the instructional environment and provide time to ensure educational quality in the classroom;

9.1.e.3.A.1. aides assist teachers with non-instructional duties and in instructional-related activities in appropriate programs. Duties may include, but are not limited to: a) clerical and technical assistance; b) in-class assistance; c) tutorial services; d) distribution of instructional resources; e) supervision of students in the instructional environment or as otherwise assigned (W. Va. Code §18A-5-8); f) assistance with technology utilization; and g) in some cases, performance of basic or specialized health care procedures.

9.1.e.3.A.1.(a). All Kindergarten and Pre-K classroom aides must hold an Early Classroom Assistant Teacher Permanent Authorization or Temporary Authorization (W. Va. Code §18-5-18).

9.1.e.3.A.1.(b). One ECCAT is assigned to a Kindergarten classroom if the class enrollment exceeds 10 students. Kindergarten classroom ratios should be maintained throughout the instructional day, including art, physical education, music or additional related courses.

9.1.e.3.A.1.(c). All West Virginia Pre-K classrooms shall have adequate supervision at all times. When students are on the premises, a West Virginia Pre-K participating program shall ensure that two adults are present with children per Policy 2525. One of the two adults may be an ECCAT.

9.1.e.3.A.1.(d). Aides are available for eligible students with disabilities as needed to implement the IEP and as set forth in the Policy 2419.

9.1.e.3.A.1.(e). ECCAT and Aides assigned to a school are scheduled by the principal.

9.1.e.3.B. use community resources, when appropriate, in innovative ways on a volunteer, part-time, or contractual basis in order to complement, support, or extend the instructional program, including the provision of experiential learning opportunities.

9.1.f. Maximum Teacher-Pupil Ratios (see chart titled Maximum Teacher-Pupil Ratios). Per W. Va. Code §18-5-18a, CBEM shall provide sufficient personnel, equipment, and facilities as well ensure

that each classroom does not exceed the enrollment guidelines.

9.1.f.1. Each school principal shall assign students equitably among the classroom teachers, taking into consideration reasonable enrollment differences due to subject area and/or grade levels.

9.1.f.2. Any Kindergarten teacher who has more than 20 pupils per session and any classroom teacher of grades 4-6 who has more than 25 pupils shall be paid additional compensation based on the affected classroom teacher's average daily salary divided by 20 for Kindergarten teachers or 25 for teachers of grades 4-6 for every day times the number of additional pupils enrolled up to the maximum pupils permitted in the teacher's classroom. All such additional compensation shall be paid exclusively from county funds.

9.1.f.3. Split grade classrooms must adhere to the ratio of the lowest grade level. Split grade classrooms must be determined per W. Va. Code 18-5-18a(b).

Maximum Teacher-Pupil Ratios		
Grade	Maximum Enrollment	Exceptions
Pre-K One ECCAT is required	20	0 <i>Includes classrooms having two or more grades that includes Pre-K</i>
Kindergarten One ECCAT is required for enrollments of more than 10	20	3 additional with compensation <i>Includes classrooms having two or more grades one of which includes Kindergarten</i>
Grades 1-3	25	0 <i>Includes classrooms having two or more grades that include grades 1-3</i>
Grades 4-6	25	3 additional with compensation
Additional Exemptions to Maximum Teacher Pupil Ratios		
Physical Education Grades 5-6 when in a middle school setting	Maximum Enrollment is at the discretion of the county ¹	
Choral and band/orchestral music	Maximum Enrollment is at the discretion of the county	

9.1.g. Policy Development, Implementation, and Guidance. CBEM have oversight of county procedures, guidelines, and technical assistance documents necessary to implement county policy, WVBE policy, and state law.

¹ W. Va. Code §18-5-18a states: "the State Superintendent is authorized, consistent with sound educational policy, (a) to permit on a statewide basis, in grades 4-6, more than twenty-five pupils per teacher for the purposes of instruction in physical education" Accordingly, for physical education classroom for grades 5 and 6 located in a middle school, counties are given the discretion to determine the maximum number of students permitted per class taking into consideration health, safety, and instructional needs of students.

9.1.h. Uniform Grading. All counties must use the uniform grading rules established by the WVBE for those courses for which high school credit is to be awarded (W. Va. Code §18-2-5). The non-weighted grading scale must be used for any courses taken for high school credit, other than courses that CBEM are required or choose to weight (see weighted course grading scale).

Non-weighted Course Grading Scale

Average	Grade	Quality Points
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
0-59	F	0

9.1.h.1. CBEM may, but are not required to, adopt this grading scale for use in courses or grade levels for which high school credit is not involved.

9.1.h.2. Counties shall issue weighted grades for AP® courses, AC courses, Dual Credit, and IB® courses for which high school credit is to be awarded. CBEM have discretionary authority to issue weighted grades for other advanced high school courses.

Weighted Course Grading Scale

Average	Grade	Quality Points
90-100	A	5.0
80-89	B	4.0
70-79	C	3.0
60-69	D	2.0
0-59	F	0

§126-42-10. West Virginia Department of Education Responsibilities.

10.1. The WVDE has a primary leadership role in:

10.1.a. defining and developing the framework for education programs and services;

10.1.b. assisting counties to ensure delivery of these programs and student support services;

10.1.c. assuring the WVBE, the Legislature, and the public that a thorough and efficient system of education is being provided;

10.1.d. developing procedures, guidelines, and technical assistance documents necessary to implement WVBE policy and state law;

10.1.e. instituting a system for the coordination and delivery of high quality professional learning. Further, WVDE shall develop, provide, and participate in programs for professional learning based on W. Va. Code §18-21-1. The West Virginia Professional Learning Reimagined Framework is developed around evidence-based research and supported by and W. Va. 126CSR149, Policy 5500, Professional Learning for West Virginia Educators (Policy 5500);

10.1.e.1. providing capacity-building resources, high quality professional learning, and technical assistance to counties, IHEs, and related agencies;

10.1.f. encouraging the use of best practices based on quality, scientifically-based research at each programmatic level;

10.1.g. monitoring the implementation of education programs at the state and county level;

10.1.h. administering funds provided and/or authorized by the Legislature and other sources; and

10.1.i. providing recommendations to the WVBE to update a plan for a thorough and efficient system of public education.

10.2. Content Standards. The WVDE shall work with stakeholders to oversee the development of content standards set forth in the Policy 2520 series (126CSR44AA through 126CSR44U).

10.3. Statewide Assessment Program. The WVDE shall ensure that public school students participate in the West Virginia Measures of Academic Progress (WV-MAP) identified in W. Va. 126CSR14, Policy 2340, West Virginia Measures of Academic Progress (Policy 2340).

10.4. Special Education and Student Supports. The WVDE shall ensure special education requirements are implemented and provide technical assistance to assure compliance with federal law and applicable WVBE policy.

10.5. Stakeholder Input and Public Reporting. The WVDE shall:

10.5.a. be accountable to the public and the Legislature through the West Virginia Report Card.

10.5.b. disseminate information concerning the content and implications of standards, policies, and state and federal laws to counties, IHEs, the business community, parents, professional organizations, educational agencies, and other individuals and groups.

10.5.c. maintain appropriate records and reports on the status of education programs and approved education personnel development programs.

10.6. State Superintendent of Schools Support. The WVDE shall work for and provide staff support to the State Superintendent of Schools and the WVBE.

10.7. West Virginia Virtual School (Appendix C, Virtual Learning). The WVDE provides virtual instruction through the West Virginia Virtual School and assists counties in developing county virtual instruction programs.

§126-42-11. West Virginia Board of Education Responsibilities.

11.1. The West Virginia Board of Education (WVBE) shall assist counties and other participating agencies in implementing and operating high quality education programs and related services to deliver a thorough and efficient system of public education. The WVBE shall:

11.1.a. oversee policy development procedures, guidelines, and technical assistance documents necessary to implement WVBE policy and state law.

11.1.b. serve as an advocating body to promote research-based best practices and capacity building for a thorough and efficient system of public education.

11.1.c. disseminate information to all stakeholders as applicable.

11.1.d. monitor the implementation and operation of educational programs and related student support services to ensure compliance with state and federal laws and policies.

11.1.e. receive, disburse, and administer state and federal funds designated for the implementation and operation of education programs and related services.

11.1.f. establish and implement the delivery of a thorough and efficient system of education carried out by the State Superintendent of Schools and the WVDE. The WVBE shall adopt standards for effective schools pertaining to all education programs, education personnel development, and related services.

11.1.g. adopt, in collaboration with West Virginia Higher Education Policy Commission (WV HEPC) and Council for Community and Technical College Education (CCTCE), uniform and specific college- and career-readiness standards as outlined in W. Va. Code §18-2-39.

11.1.h. establish partnerships with higher education, business and industry, labor and community agencies to impact post-secondary opportunities for students.

11.1.i. maintain appropriate records and create required reports for various stakeholder audiences as applicable.

11.1.j. oversee a system for the coordination and delivery of high quality professional learning. Further, the WVBE shall oversee the coordination of the development of and participation in programs for professional learning (W. Va. Code §18-2I-1 and Policy 5500).

11.1.k. provide an effective mechanism for citizens to register concerns if citizens believe that elements of a thorough and efficient system of education are not being provided pursuant to constitutional provisions, statutes, and/or policy as outlined in W. Va. 126CSR188, Policy 7211, Conflict Resolution Process for Citizens.

11.1.k.1. The WVBE shall also report progress toward attainment of state education goals to the public and the Legislature.

11.1.l. provide consideration for extenuating circumstances, and make exceptions when suitable alternatives are proposed, that ensure the attainment of the same or higher standards through the waiver process outlined in W. Va. Code §18-5A-3.

§126-42-12. Severability.

12.1. If any provision of this policy or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this policy.

GLOSSARY OF TERMS

Advanced Career (AC) -- Courses in a specific career field that ensure that the course is rigorous enough for students to meet college- and career-readiness standards. Two of the courses are considered foundational and two are more advanced, with the potential for students to earn dual credit.

Advanced Placement® (AP®) -- College-level courses offered in high school that provide students the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

Advisory Council -- Groups of local employers and other designated stakeholders who provide advice to counties, multi-county centers, and technical program areas on issues relating to career and technical education, including current and future employment needs, standards, curriculum and equipment.

The Arts -- The programs of study for dance, music, theatre, and visual art.

Career Awareness -- The opportunity for students to learn about and develop an appreciation of the broad concepts related to work, career, and educational preparation.

Career Cluster -- A broad grouping of related occupations representative of the types of occupations available in the world of work.

Career Development -- The process through which a student comes to understand the world of work.

Career Exploration -- The opportunity within the education program for students to conduct self-assessment, access career information, examine multiple career options, and initiate education planning based on a tentative career focus.

Career Integrated Experiential Learning (CIEL) -- Personalized CTE program of study developed to meet student needs by providing them marketable job skills and opportunities to test for multiple nationally recognized certifications.

Career Portfolio -- A compilation of student work assembled for the purpose of helping students reflect on their academic goals and progress and creating an archive of accomplishments of educational products and other documentation.

Career Technical Education (CTE) Centers -- Two or more high schools within the county join together to provide programs at a CTE center that serves students from the participating county.

County Board of Education Members (CBEM) -- The locally elected governing body charged with the operation of public schools in a county.

County Board of Education Staff (CBES) -- Office staff, including the county superintendent, employed by CBEM.

Character Education -- An integrated and comprehensive approach to promote an understanding and inspire development of general character traits such as respect, responsibility, caring, citizenship, justice, fairness, and trustworthiness. Character education utilizes existing curricula, along with new and existing projects, programs, and activities.

Class Period -- A block of time provided for instruction in a course within a program of study.

Co-curricular Activities -- Activities that are closely related to identifiable academic programs and/or areas of study that serve to complement academic and technical curricula. Students should be permitted to participate in co-curricular activities, directly tied to the standards and/or programs of study, during the school day and beyond.

College Course -- Any course for which college credit is awarded (e.g., dual credit, regular college course).

Comprehensive High School -- A high school that provides students access to concentrate in a minimum of six of the 16 approved West Virginia Career Clusters.

Comprehensive Middle School -- Fosters a culture of connectedness and teaches an inclusive range of students and subjects across the academic, social/emotional, and occupational spectrum.

Comprehensive School Counseling Program -- A program coordinated by a certified school counselor and delivered collaboratively by stakeholders to assist students in achieving academic, personal, and career goals (Policy 2315).

Content Standard -- A broad description of knowledge and skills that students are expected to acquire in a content area.

County/Counties -- Any reference to a county or counties within this policy includes the 55 county boards of education members and county board staff, and the WVBE as the supervisory authority of the West Virginia Schools for the Deaf and the Blind and schools/programs serving incarcerated youth and adults when applicable.

County Leadership Team -- Responsible for supporting the continuous improvement of all schools and for identifying target support and assistance to schools falling below acceptable performance.

County Strategic Plan -- Specifies how the county intends to strengthen the county education program in order to increase student achievement and positively impact other student outcomes (see section 7.1.d.2).

Curriculum -- An intentional learning plan to ensure students achieve the goals of the standards and is the responsibility of the CBEM, CBES, school administrators, and teachers. The curriculum represents the learning experience.

Diploma -- Formal documentation and recognition that a student has satisfactorily completed the graduation requirements of the state and county.

A Standard Diploma is awarded to all students who have satisfactorily completed the graduation requirements for the state and county.

The state-defined alternate diploma is standards-based, aligned with state requirements for the regular high school diploma, and can be obtained within the time period for which the state ensures the availability of a free and appropriate public education (FAPE).

Dual Credit Course -- Course that provides students both high school and college credit. Such a course must meet both the specified course content standards for secondary offerings and the college course requirements.

Education Program -- A structure for defining, delivering, and being accountable for a thorough and efficient system of education. This structure is applicable at the state, county, and school levels.

Electives -- Courses students may choose to study based on interest.

Eligible Students with Disabilities -- Students having one or more of the disabilities defined in the Individuals with Disabilities Education Improvement Act and Policy 2419 and who, by reason thereof, need special education and related services.

Eligible Students with Exceptionalities -- Students who are gifted or exceptional gifted as defined in the Policy 2419 and/or who meet the definition of eligible students with disabilities in this policy and the Policy 2419 and who, by reason thereof, need special education and related services.

Embedded Credit -- Incorporation of content standards for an embedded credit from one credit bearing high school course into another (host) course(s) and allows students to earn credit for both. Embedded credit does not allow for two courses in the same content area (e.g., Math IIITR and Math IVTR) to be embedded into one course.

End-Of-Course/Program of Study Tests (EOC) -- Assessments that measure student achievement in a course based on the approved content standards for each course/program of study.

English Learners -- Students who, in accordance with the requirements of Policy 2417, have been determined to be Limited English Proficiency (LEP) and in need of specially designed instruction.

Executive Functioning -- The cognitive process that enables us to plan, initiate, and complete an activity while controlling temper, maintaining attention, and responding to feedback from others.

Extended Learning -- The primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom.

Extracurricular Activities -- Activities that are not part of the required instructional day or curricular offerings but are under the supervision of the school. School facilities may be used for athletics, non-instructional assemblies, social programs, entertainment, and other similar activities. All rules and policies that apply to the instructional day also apply to extracurricular activities (W. Va. 126CSR26, Policy 2436.10, Participation in Extracurricular Activities).

Extra-curricular/Interscholastic Physical Education Graded -- A blended learning approach that combines a free online Physical Education (PE) course, monitored by the physical education teacher, with an extra-curricular/interscholastic activity or sport fulfilling the high school PE credit requirement. The physical education teacher may issue and transcript a grade for this course if the county chooses to utilize this option.

Extra-curricular/Interscholastic Physical Education Non-Graded -- Utilization of a sport or a physically active extra-curricular/interscholastic activity to fulfill the one credit PE requirement. The course must be transcribed as non-graded (pass/fail) if the county chooses to utilize this option.

Formative Assessment Process -- Used by teachers to guide daily instruction. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.

Foundations Course -- An elective course that enhances students' skills or provides an introduction to further in-depth studies in a CTE program of study.

Grade Level -- The class structure that is used to organize and deliver education within West Virginia public schools. The public school education experience is divided into levels, Pre-K-12.

Graduation Requirements -- The number of required and elective units of credit that must be earned by a student in order to be graduated from high school (see section 6.1).

High School Equivalency Assessment -- Test Assessing Secondary Completion™ (TASC) which demonstrate students' attainment of skills equivalent to those at the high school completion level.

Homebound -- General education placement used for students who are too symptomatic or too emotionally fragile to attend school in the school building.

Individualized Education Program (IEP) -- A written statement for each eligible student with a disability, gifted (grades 1-8), and/or exceptional gifted student (grades 9-12) that is developed, reviewed, and revised in accordance with the Policy 2419.

Individual Work Ready Competencies (IWRC) -- Provide students with mild learning deficits the opportunity to gain valuable work readiness and occupation specific skills through a CTE career program of study cluster through a modified curriculum.

Instructional Day -- Time allocated within the school day for the teaching and mastery of content standards.

Integrated Physical Education (PE) -- A blended learning approach that combines a free abbreviated online PE course, monitored by the PE teacher, with a physically active credit-bearing elective course (e.g. Show Choir, Dance, etc.). Students will receive both a PE credit and a credit for the physically active course if the county chooses to utilize this option.

International Baccalaureate Diploma Program (IB) -- A comprehensive two-year international curriculum designed for highly motivated secondary school students aged 16-19. IB is a rigorous pre-university course of study that leads to examinations. IB students generally receive college credit for successful completion of IB courses.

Intervention -- Additional instruction and time, utilizing multiple strategies and assessments, to ensure student mastery of the content standards. The practice of removing students from any required course for intervention is discouraged.

Learning Skills -- The skills of information and communication, critical thinking and problem-solving, personal and workplace productivity skills, and proficiency in the use of technology tools. Learning skills enable students to acquire new content knowledge and skills, connect new information to existing knowledge, learn new software programs, and learn new ways of completing tasks using technology tools.

Lesson Plan -- Serves as a daily guide for teachers and substitutes for the orderly presentation of the curriculum. Teachers engage in the lesson planning process in an effort to meet the specific learning needs of the students in accordance with W. Va. Code §18A-2-12. Systematic lesson planning in which teachers identify 1) major concepts that occur across grade-level standards, 2) specific learning targets within standards, and 3) processes to support the design of thoughtful instruction.

Literacy-rich Environment -- An environment that emphasizes the importance of speaking, reading, and writing in all content areas. This environment involves the selection of materials that will facilitate language and literacy opportunities, reflection and thought regarding classroom design, and intentional instruction and facilitation by teachers and staff.

Local School Improvement Council (LSIC) -- A school advisory group composed of three teachers, three parents, two service employees, the principal, two at-large members appointed by the principal, and one student from a school enrolling students in grade 7 or higher. The LSIC focuses on improving the education program and operation of the school; has authorization to request waivers of policy and State Superintendent of Schools interpretations; assists in the development of the Strategic Plan; and can apply for grants and awards.

Mastery -- Student has met the grade or course level expectations for the content standards.

Multi-county Center -- Two (2) or more contiguous counties join together to provide programs at a CTE center that serves students from all participating counties. Refer to W. Va. 126CSR71, Policy 3232, Establishment Procedures and Operating Policies for Multi-county Career and Technical Education Centers.

Multicultural Education -- Any form of education that fosters an environment of respect for individuals from a variety of cultural, ethnic, racial, or religious backgrounds.

Personalized Education Plan (PEP) -- A plan developed to guide students and their parent and/or guardian to thoughtfully explore individual interests and aptitudes in relation to academic and career planning. Each student's course selections are based on individual career aspirations and post-secondary plans.

Personalized Learning (PL) -- A process that counties and schools must use to ensure every learner is engaged in learning experiences that are relevant to their needs and maximize their growth.

Pre-Kindergarten (Pre-K) -- The voluntary education program for all four-year-old children and for three-year-old children with identified special needs that addresses the growth and development of children in the areas of social/emotional growth, the arts, physical health, language and literacy, mathematics, social studies, and science. West Virginia's Pre-K is a readiness system designed to promote the success of children in Kindergarten and lifelong learning (Policy 2525).

Prescribed Credits -- The required Grades 9 and 10 credit courses that are specifically prescribed per policy (Refer to 6.1 Grades 9 through 12 Standards-focused curriculum and graduation requirements) for all content areas across grades 9 and 10.

Personalized Course Credit Options -- The required Grades 11 and 12 courses that may be personalized by student and school staff per policy (Refer to 6.1 Grades 9 through 12 Standards-focused curriculum and graduation requirements) based on the student's post-secondary plans.

Program of Study -- The selection of high school courses that enables students to master the knowledge and skills needed to succeed in their chosen clusters and programs of study that lead to success in the workplace and post-secondary education.

Programmatic Level -- A component of the Pre-K-12 educational spectrum that addresses the developmental needs of one age group of students. Programmatic levels described in this document include Early Learning Programs (grades Pre-K-5), Middle School Programming (grades 6-8), and High School Programming (grades 9-12).

Required Courses -- Courses that all students must complete.

School Curriculum Committee -- Provides professional opportunities for teachers, administrators, and other school personnel that allow them to have a direct voice in the operation of their schools and to create a culture of shared decision-making focused on the ultimate goal of raising student achievement (W. Va. §18-5A-6).

School Day -- The time, inclusive of the instructional day, homeroom, class changes, breaks/recess, lunch, and other non-instructional activities.

School Improvement -- A continuous process to increase student achievement and positively affect other student outcomes. School improvement builds the capacity of all entities, both state and county, to improve student success.

School Strategic Plan -- Specifies how the school intends to increase student achievement and positively impact other student outcomes. The School Strategic Plan must be developed and implemented using a continuous improvement process, be based on all available data regarding student achievement, and align with the goals of the County Strategic Plan (see section 7.1.5.c).

Seal of Biliteracy -- An award given by a school, county, or state recognizing students who have studied and attained proficiency in two or more languages.

Section 504 -- Section of the Rehabilitation Act of 1973 (29 U.S.C. §701) that prohibits discrimination by recipients of federal financial assistance. Section 504 provides a broad spectrum of protections against discrimination, which includes instruction, athletics, and extracurricular activities.

Semester -- A block of instructional time that is equivalent to at least one-half of the school year. For example, 90 instructional days are equal to a semester in a traditional school term of 180 instructional days.

Simulated Workplace -- A career technical education initiative created to assist schools in implementing

work place environmental protocols that align with West Virginia business and industry.

Student Assistance Team (SAT) -- The school advisory group that consists of at least three persons, including a school administrator or designee who must serve as the chairperson, a current teacher(s), and other appropriate professional staff. The SAT must allow parents to review recommendations made by the team regarding the child's program and to provide feedback to the team about those recommendations.

Technology Integration -- The use of technology throughout content areas to help students master the approved content standards, including standards found in Policy 2520.14, and become lifelong learners.

Acceptable Use Policy -- Implemented by counties to ensure safe and acceptable use of technology (Policy 2460).

Technology Tools -- Information and communication technologies such as computers, networking, and other technologies. Technology tools, when integrated into classroom instruction, enable students to access, manage, integrate, and evaluate information across content areas, construct new knowledge, and communicate efficiently with others.

Waiver -- The ability of the CBEM to grant exemptions from county policy requirements; and the ability of the WVBE to grant exemptions from state policy requirements .

West Virginia Early Learning Reporting System (WV ELRS) -- A data reporting system based on the formative assessment process that allows Pre-K through grade 2 educators the opportunity to gauge the extent to which students are working toward development of proficiency across standards.

West Virginia Report Card -- Information provided to parents and the general public on the quality of education in the public schools that is uniform and comparable among schools within and among the counties as defined in W. Va. Code §18-2E-4.

Work Day -- Time allocated for the instructional day and other activities such as homeroom, class changes, lunch, planning periods, and staff development that may not exceed eight clock hours.

Appendix A: Required County Board of Education Members (CBEM) Policies Resulting from Policy 2510

Policy	
Credit Recovery Policy	CBEM shall adopt policies and programs that allow students to recover credit for failed high school courses. Researched-based successful credit recovery programs require students to successfully master content rather than repeat an entire course.
County Virtual Instruction Program Policy	A full-time or blended virtual school program beyond the WVVS requires CBEM or a multi-county consortium to adopt a virtual instruction program policy (W. Va. Code §18-5F-1) for one or more schools serving any composition of grades Kindergarten through 12. When there is a multi-county consortium, each county in the consortium shall adopt a policy creating the virtual instruction program. No eligible students in grades Kindergarten through 5 may participate in a virtual instruction program until after the program has been in operation for one full school year. See Appendix C, Virtual Learning, for more information.
Dual Credit Policy	CBEM shall adopt a policy (W. Va. Code §18B-1-1) that allows students to earn credit for completion of college courses and other advanced courses outside the school setting. Dual credit policies and revisions must be reviewed by the WVDE and approved by the WVBE by June 1 annually. If dual credit courses are used to meet graduation requirements, the alignment documentation must be reviewed by the WVDE. Counties must annually update dual credit course offerings and any new alignment documentation with the WVDE Office of Middle and Secondary Learning.
Embedded Credit Policy	CBEM are encouraged to establish policy which permits a student who masters the approved content standards for a credit-bearing high school course that are embedded within a second course to receive credit for both courses. If these embedded credit courses are used to meet graduation requirements, the county policy and alignment documentation must be reviewed by the WVDE and approved by the WVBE.
Grading Policy	CBEM shall adopt a policy for grading.
Homeschool Policy	CBEM shall develop a policy for the process of exiting students to homeschool and transferring a homeschool student into the county. Students entering the county in grades K-8 may join their age appropriate cohort, or the county may utilize a combination of methods to determine appropriate placement. For high school students the county may choose to use testing or other methods for placing the student in the grade level deemed most appropriate or for issuance of credits. Acceptance of high school credits while homeschooling will be completely at the discretion of the individual county.
Homework Policy	CBEM shall adopt a policy for student homework.
Instructional Resources	CBEM shall adopt a policy regarding the adoption of instructional resources.

Appendix B: Training Required in Policy 2510

Training	
Advanced Placement® (AP®) Teacher Training	<p>Teachers of AP® courses must attend an Advanced Placement Summer Institute (APSI) once every three years after completing the initial APSI. Teachers of AP® courses may also meet the requirement for attendance at the APSI by holding the Advanced Placement® credentials outlined in W. Va. 126CSR136, Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification.</p> <p>Teachers of AP® courses will be exempt from attending the APSI during their rotation year if they have a passage rate (scores of 3 or higher) of at least 80 percent on the AP® exam in that course the year prior to attending training.</p>
AP® Administrator and Coordinator Training	<p>Administrator from each high school must attend a WVDE College Board endorsed AP®-related workshop once every two years; and</p> <p>AP® coordinators must attend an AP® Coordinator's workshop annually.</p>
Multicultural Education Training	<p>Annually provide a program for all personnel, during at least one non-instructional day of the school term, in global competence and the study of diversity and multicultural education as per W. Va. Code §18-5-15a.</p>

Appendix C: Virtual Learning

<p><u>Virtual Learning</u></p> <p>Virtual learning enables students to learn from remote sites, learn at times other than the normal school day, and learn at a different pace and gives students access to courses that would not be available in their area.</p> <p>Counties will offer a full-time virtual option for students in grades 6-12, either through the West Virginia Virtual School or a county policy and vendor.</p>	
<p><u>West Virginia Virtual School (WVVS)</u></p> <p>The WVVS, as per W. Va. Code §18-2E-9, was created to assure consistent, high quality education for West Virginia students while utilizing technology-delivered courses. In order for students to receive credit for an online or virtual course, they must be enrolled as full- or part-time students in West Virginia public schools.</p>	<p><u>County Virtual Instruction Program</u></p> <p>As per W. Va. Code §18-5F-1 et seq., a CBEM or a multi-county consortium may create a virtual instruction program for one or more schools serving any composition of grades Kindergarten through 12 by adopting a policy creating the program. When there is a multi-county consortium, CBEM in the consortium shall adopt a policy creating the virtual instruction program.</p>
<p>Policy</p>	
<p>Policy is not required to utilize the West Virginia Virtual School to provide virtual courses.</p>	<p>The policy adopted by the CBEM pursuant to this section shall govern the virtual instruction program offered by the county or multi-county consortium.</p> <p>The policy shall be consistent with W. Va. Code §18-5F-1 et seq., and may offer eligible students in grades Kindergarten through 12 an online pathway for earning a high school diploma and, at a minimum, shall include the following:</p> <ul style="list-style-type: none"> • the scope, instructional model, and capacity for the virtual education program; • assessment protocol and specific requirements for monitoring performance that are consistent with W. Va. Code §18-2E-5, including, but not limited to, students participating in county virtual instruction must participate in the statewide summative assessment; • a plan for monitoring students receiving virtual instruction in accordance with pacing and completion of the required virtual coursework: Provided, that, if virtual instruction occurs in a public school classroom then a teacher, professional personnel,

	<p>professional educator, or paraprofessional employed by that county must be present to monitor;</p> <ul style="list-style-type: none"> • qualifications of faculty, which at a minimum shall include a teaching certificate issued pursuant to W. Va. Code §18A-3-1 et seq. and WVBE policies; and • requirement that any virtual school provider will comply with state and federal privacy laws.
Course Approval	
<p>Online or virtual course content will be reviewed for correlation with the current WVBE content standards. Courses shall include appropriate instructional resources.</p> <p>Course providers will adhere to the state and federal privacy regulations regarding students.</p>	<p>Coursework offered through a virtual instruction program shall be aligned to the appropriate academic standards as required by state law and WVBE policies.</p> <p>After adopting a policy, the county or multi-county consortium may contract with virtual school vendors or utilize the West Virginia Virtual School.</p>
Responsibilities	
<p>The county superintendent shall designate a WVVS contact at the school level who will be responsible for registering students. Any costs incurred by the county WVVS contact are the responsibility of the county.</p> <p>Each school is responsible for monitoring student progress, proctoring exams, and posting student final grades to WVEIS.</p> <p>Each school is responsible for providing onsite technology and support to any student enrolled in a virtual or online course.</p>	<p>Counties shall annually provide to the WVDE Division of Teaching and Learning, Office of Middle and Secondary Learning, a copy of their virtual instruction program policy; a list of their chosen virtual school providers; number of students per grade level enrolled in their virtual instruction program; the number of students who are enrolled in the full-time virtual instruction program and the number who participated in a blended virtual instruction program; the number of students who were homeschooled, the number of students enrolled in a private school, and the number of students enrolled in a public school immediately preceding enrollment in the virtual instruction program; and how the students enrolled in a virtual instruction program performed academically as compared with students in a traditional classroom setting.</p>
Funding	
<p>The WVVS shall provide funding for online and virtual courses based on legislative appropriations.</p> <p>Funding for online or virtual courses and associated materials may be provided through county instructional budgets or grant awards.</p>	<p>An eligible student enrolled in a virtual instruction program shall be counted in the net enrollment of the county in which the student resides for the purposes of calculating and receiving state aid.</p>
Instructional Resources	

<p>Each county will select virtual/online resources that will be used to provide opportunities for credit recovery. This does not include resources used to deliver first-time course credit. When selecting additional credit recovery resources, the following protocols should be met:</p> <ul style="list-style-type: none">• verify that a county team of educators has reviewed the credit recovery program content for the respective courses to ensure that the material aligns with the approved content standards;• provide the WVDE with the name(s) of instructional resources used for credit recovery purposes; and• follow all state and county purchasing procedures when obtaining course content.	<p>Each county must ensure its virtual program instructional resources meet the minimum WVDE Instructional Resources Criteria for each content area.</p>
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Appendix D: Personalized Education Plan (PEP) Development and Requirements

<u>Personalized Education Plan Development</u>	
<p>The Personalized Education Plan (PEP) guides students' course selections based on individual career aspirations and post-secondary plans. The PEP is developed for each student in consultation with the student's parent and/or guardian, school counselor, and advisor. The PEP is used to guide, personalize, and maximize each student's learning experience. Students continue to develop, update, and revise their PEP yearly using a thoughtful process that includes career investigation and self-discovery activities (e.g., interest, work values inventories) that assist students in identifying a career post-secondary education goal. Each student's individual assessment will be reviewed to ensure academic planning maximizes individual strengths, addresses weaknesses, and aligns with interests.</p>	
<p><u>6th - 8th Grades</u></p> <p>School staff will provide a school-wide, systematic guidance and advisory approach to ensure that PEP planning and career exploration are multi-faceted and individualized, guiding students and their parent and/or guardian to thoughtfully explore individual interests and aptitudes in relation to academic and career planning. Beginning in 6th grade the advisor ensures each student has multiple opportunities to investigate careers in each of the 16 career clusters, explore post-secondary training options related to various careers, and complete a variety of self-discovery inventories.</p>	<p><u>8th Grade</u></p> <p>During the 8th grade year, the first phase of the student's PEP is developed to identify a career cluster program of study, and course selections for grades 9 and 10 utilizing information gained from self-discovery and career investigation occurring in grades 6-8. Each student, in consultation with his or her parent and/or guardian and the school counselor, advisor, and/or Individualized Education Program Team (IEP Team), will have the opportunity to select a state-approved, broad career cluster and a program of the area of interest for future exploration in high school. School counselors and/or student advisors actively engage the parent/guardian and student to discuss and finalize the PEP. Upon agreement to the final PEP, signatures of the student and parent and/or guardian are secured and the advisory and counselor sign to verify their input. The student and parent and/or guardian are provided a copy of the PEP.</p>
<p><u>10th Grade</u></p> <p>During grade 10, the second phase of the PEP is developed. Students identify course selections for grades 11 and 12 and determine post-secondary plans for the first year after high school.</p>	<p><u>9th – 12th Grades</u></p> <p>Students review, update, and revise their PEP in collaboration with the school counselor, teachers, advisors, and parent and/or guardian. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career inventories, and academic assessments to guide changes to course selections.</p>
<p>Students may review, update, and revise their PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on the availability of on-site and virtual courses, and other alternative means for earning high school credit as per this policy.</p>	
<p>If there is a course substitution, a notation must be made on the student's PEP indicating that the</p>	

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process has been followed and that the parent and/or guardian and students have clearly understood the impact of the course substitution. The parent and/or guardian and student each have signed and received a copy of the modified PEP.

The PEP may include co-curricular activities and extracurricular activities.

For an eligible gifted student, a four-year education plan is developed during grade 8 by an IEP Team. The PEP can replace the four-year education plan. Also refer to Policy 2419.

**W. Va. 126CSR42, Policy 2510, Assuring the Quality of Education: Regulations for Education Programs
Comment Response Form**

Comment Period Ends: January 24, 2020

NOTICE: *Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.*

The following form is provided to assist those who choose to comment on **Policy 2510, Assuring the Quality of Education: Regulations for Education Programs**. Additional sheets may be attached, if necessary.

Name: _____ Organization: _____

Title: _____

City: _____ State: _____

Please check the box below that best describes your role.

- | | | |
|---|--|---|
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Higher Educator | <input type="checkbox"/> Parent/Family |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Community Member |
| <input type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Other |

COMMENTS/SUGGESTIONS
§126-42-1. General.
§126-42-2. Purpose.
§126-42-3. Scope.
§126-42-4. Early Learning Programming.
§126-42-5. Middle School Programming.
§126-42-6. High School Programming.

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§126-42-7. School Responsibilities.
§126-42-8. County Board of Education Staff (CBES) Responsibilities.
§126-42-9. County Board of Education Member (CBEM) Responsibilities.
§126-42-10. West Virginia Department of Education Responsibilities.
§126-42-11. West Virginia Board of Education Responsibilities.
§126-42-12. Severability.
Glossary of Terms
Appendix A: Required County Board of Education Members (CBEM) Policies Resulting from Policy 2510
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Comment Response Form**

Please direct all comments to:

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